



Redd Barna

**LEAVING
NO CHILD
BEHIND**

QZA-1810373

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Readers information

This report presents Save the Children Norway's (SCN) achievements in the first year of the five year Leaving no child behind programme, supported by the Norwegian Development Cooperation Agency (Norad) through the framework agreement QZA-1810373. The programmes and projects described in this report have been implemented by Save the Children Norway in cooperation with Save the Children International country offices (shortened to SC in this report) and local partners.

As this is the first year of the agreement, the report mainly focuses on the output level under the outcomes in the aggregated results framework, as stipulated in the agreement. In addition, Save the children reports on the following cross cutting issues: Inclusion of children with disabilities, Gender, The environment and vulnerability to climate change, Advocacy, Partnership and Civil Society, Child Participation, Education technology, Anti-Corruption and Cost-efficiency/effectiveness.

In the country chapters, the emphasis is on highlighted results as chosen by the country office. Some of the examples are also used throughout the thematic and cross cutting issues chapters.

The report covers the 12 main countries in the framework agreement: Malawi, Mozambique, Niger, Somalia, South Sudan, Uganda, Lebanon and Palestine, Colombia, Myanmar, Nepal, Colombia, Guatemala, and the four phase-out countries: Cambodia (2020), Ethiopia (2021), Nicaragua (2021), and Zimbabwe (2021). The two-year project "Building the Resilience of Education in Somali Region of Ethiopia" is also included in the report for 2019

Throughout the report plans for 2020 are referred to, these plans might be altered as a result of the Covid-19 pandemic. Further, due to the lockdowns in the country offices, the audit is postponed and will be sent separately along with the financial report.

The Norad standard menu of indicators is attached as Annex 1. And the baseline report which was submitted the 22nd of November 2019 is attached in Annex 2.



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100 YEARS OF CHILDREN'S RIGHTS

In 2019 Save the Children celebrated its 100th anniversary. The founding mother of our now global organisation, Egeltyne Jebb, acted firmly according to her vision: to achieve and protect the rights of children worldwide. Authoring the first draft of the Convention of the Rights of the Child, she was driven by the belief that all children, whoever they are, wherever they are, have the right to a healthy, happy, fulfilling life.

Egeltyne Jebb's vision is reflected in our framework agreement: Leaving no Child Behind. As a strong civil society advocate for the Sustainable Development Goals Agenda 2030 promise of Leaving no-one behind, we have knowingly entered into a challenging task: To concentrate our efforts towards enabling the world's most marginalized children to having their rights fulfilled.

To act, this challenge requires thorough knowledge about who the most marginalized children are, where they live and the reasons why they are left behind, in order to identify how to best address and remove structural, social, and physical barriers to the fulfilment of their rights -through partnerships, advocacy, campaigning and programmatic interventions. This first year has required systematic efforts from us and our partners to find and document answers to these questions, listening to and learning from children themselves, their parents, local communities and governments.

High ambitions will necessarily involve big challenges. Some of the challenges we have meet were well known from decades of experience, others are newer to us as we have expanded our work and reach. Perhaps the most complex difficulties we run into relates to deeply rooted social and cultural norms, such as discriminating attitudes towards children with disabilities and towards girls' sexual and reproductive health and rights. We often say it is no coincidence who is left behind; children are left behind because of discrimination. This year has proven to us again, that the barriers left-behind children stand up against, will require long-term sustained efforts.

At the time of writing, the world is dealing with the consequences of a pandemic that threatens children's rights world-wide, and that further exacerbates the vulnerabilities of the most marginalised children. Progress made towards the Sustainable Development Goals are at risk. We have a momentous job in the remaining four years to turn the tide for the children left behind and come closer to the still valid vision of our founding mother.



Birgitte Lange
CEO of Save the Children Norway

EXECUTIVE SUMMARY

The Leaving No Child Behind programme's ambition is to secure children's right to education and protection, with a particular focus on gender equality and inclusion. To achieve this, Save the Children and partners have implemented interventions addressing our three key issues: 1) Children learn and are safe, 2) Children are protected, and 3) Children's rights are implemented.

As 2019 was a start-up year, Save the Children (SC) had two large undertakings. The first was to organize kick-offs with country offices to ensure programme quality, capacity development on issues identified by the country office and donor compliance. The second was to conduct data collection for the baseline in all 16 countries. Between April and October 2019, more than 5 800 students participated in literacy assessments and another 5 400 gave their perception on safety and wellbeing. More than 400 schools were visited and the competency of approximately 750 teachers was assessed. At the community level 2 800 caretakers shared their opinions on parenting and discipline and another 3 400 gave their opinion on child marriage. In addition, the organisational capacity of 77 partners was assessed.

Lessons from the previous framework agreement with Norad, taught us that collecting data about children with disabilities is challenging. In the Leaving No Child Behind programme, SC used the Washington Group Questions (WGQ) to collect baseline data. The method was initially developed for census situations to determine disability prevalence rates in each population, and their use and adaption to programming monitoring is still in progress. SC is leading this ground-breaking work and hope the learnings will help advance the understanding and practice of the WGQs in programme monitoring.

While the midterm and end line reports will cover outcome results, this report, which covers the first year in a five-year agreement, presents output level achievements in the first of five years. The following highlights examples of achievements covering the three key issues and examples of cross cutting issues.

During 2019, more than 645 000 students (49,5% girls) were enrolled in target educational institutions were. Of these, close to 17 000 were children with disabilities (45 % girls). The programme targets 1 553 schools and or learning centres. Across the countries, more than 9 300 education personnel attended trainings, including more than 7 000 teachers and education facilitators, and approximately 2 000 staff from ministries of education.

In **Nicaragua** our partner, Los Pipitos, an association of parents with children with intellectual disabilities, developed methodologies on how to teach children with disabilities in primary education, and

how to include and involve families in the education of children with disabilities. In 2019 Los Pipitos started implementing the methodology in eight local chapters and trained 66 facilitators.

To prevent children from experiencing physical and humiliating punishment in the home, Save the Children uses the programme model *Parenting without Violence*, where parents and caregivers are trained in positive parenting, also involving children and the wider community. In 2019, a total of 12 768 (F: 6 688) community members were reached through awareness raising activities related to child protection issues. Of those 12 768 trained, 1 979 were children (51% girls); whereas 62% of trained adults were women.

In **Malawi**, mobile courts were introduced in the programme. They enforce child related laws by accelerating child marriage cases. The court sessions are held in the villages so that communities witness, maybe for the first time, child marriage offenders being found guilty and imprisoned. The mobile courts make it easier for witness to testify as they don't have to raise money to travel to court. In 2019 mobile courts tried 6 child abuse cases, of which 5 were concluded and 3 offenders were sentenced.

With the support from the Save the Children and partners, 1 child-led (**Cambodia**) and 2 child-informed CSO supplementary reports (**Somalia** and **Cambodia**) were submitted to the UN Committee on the Rights of the Child. In Somalia, SC facilitated for the child-informed supplementary report to consult girls and marginalised children such as: children with disabilities, out of school children, children from pastoralist communities, children subjected to child labour, children from IDP families, orphan children, children living in the street and children from minority groups.

Gender equality is a key cross cutting priority in this agreement. One example is Save the Children's work to support girls to manage their menstruation, because challenges with managing menstruation can prevent girls from going to school, temporarily or permanently. In **Uganda**, Save the Children piloted work with menstrual cups in collaboration with a Norwegian start-up company. In two schools in Gulu, 90 girls and one of their family members received the menstrual cup. The uptake is promising, and anecdotal evidence shows that school attendance and wellbeing of girls has improved.

In **Myanmar**, SC and World Wide Fund for Nature partnered with the Ministry of Education and the Ministry of Natural Resources and Environmental Conservation to strengthen environmental education in primary and middle schools. This is a pilot that runs in 10 schools and is planned to be scaled-up to 2010 schools in 2020. Through extracurricular envi-



PHOTO: SAMAN SAIDI / REDD BARNA

ronment action clubs, children are empowered to assess their own community's environmental needs and develop and implement action plans. Teachers use project-based learning where they facilitate child-led problem-solving for real-world challenges, with a focus on critical thinking, communication, collaboration, and creativity.

Strengthening partnership and civil society is a key to the success of this programme and is mainstreamed throughout all countries wherever possible. In 2019 we signed agreements with 77 civil society partners. Seven agreements were signed with disabled people's organisations and/or with organisations working for people with disabilities in seven countries, reflecting our commitment to act upon the slogan, "Nothing about us without us."

The first year in the five-year Leave No Child Behind programme has taught us important lessons. Social norms challenge us when fighting for equal rights for girls and children with disabilities. For example, in **Palestine** and **Lebanon**, we have experienced challenges in targeting fathers. We have also faced a

shortage of teachers trained to teach children with disabilities such as in **Somalia**, and a low level of professional expertise both in the screening of children, such as in **Guatemala**. And we experienced some challenges and delays in starting new partnerships, for example in **Colombia**.

Despite these challenges, we can look back at a successful first year where we have conducted a solid baseline and started implementing the programme with only minor delays, even with disruptions caused by cyclones and armed conflict. Save the Children has built the programmes on lessons learned from the previous agreements and has taken important steps to improve data collection about children with disabilities and to mainstream inclusion throughout our interventions.

We are at the start of this important work and there are still challenges to address, but we have more knowledge to build on and new networks and partners to collaborate with which we work hard to transform into results for children so we honour our promise of leaving no child behind.



PHOTO: INGE LIE / REDD BARNA

THEMATIC AREAS

ISSUE 1: CHILDREN LEARN AND ARE SAFE

2019 was the first year of the 5-year programme ‘Leaving No Child Behind’, and during the first months of this programme Save the Children worked closely with its partners to lay the groundwork for implementation by ensuring a unified vision and understanding of the programme’s objectives and intended impact. The start-up period was different from country to country but initially conducted within the first 6 months. Some countries did experience some challenges, such as the Cyclone Idai that hit the shores of Beira Mozambique in March 2019 which affected Mozambique, Malawi and Zimbabwe and delayed the initial start-up of the programme, as it diverted the attention and resources from the country programme into the emergency response.

In this chapter, SCN will present a narrative of the achievements in 2019 by first presenting a brief overview of the key overall achievements across the programme, followed by a presentation of key outputs and achievements related to the overall outcomes set for the program. The overall outcomes are:

1. Improved Learning Outcomes for all Boys and Girls, including Children with Disabilities
2. Boys and Girls are safe in their Learning Environment
3. Teachers use Inclusive, Gender-Sensitive and Child-Centred Pedagogical Tools and Methodology
4. Strengthened Participatory School Management supports Safe, Inclusive Quality Education
5. Strengthened Government Systems have Policies that deliver Safe, Inclusive Quality Education

More than 645 000 students (49,5% girls), of these close to 17 000 children with disabilities (45 % girls)¹ were enrolled in targeted educational institutions in 2019. The programme targets 1 553 schools/learning centres². Across the countries, more than 9 300 education personnel attended some kind of training during 2019, including more than 7 000 teachers and education facilitators, and approximately 2 000 staff from ministries of education.

The first year of implementation comprised two key activities done in all countries; School selection and developing a robust baseline.

School selection was a joint activity conducted with the respective government and other key education partners. It was conducted in meetings and sometimes with extensive field visits to obtain the relevant data

based on a set of criteria jointly agreed with the partners. For example, in **Palestine** the West Bank team worked with the respective government’s MoE and UNRWA, while the Gaza team worked with UNRWA. They conducted meetings and brainstorming sessions with the representatives; discussed the geographical areas, the project framework and developed a set of criteria. Out of these criteria they nominated schools (26 in West Bank, 22 in Gaza) that were visited by a team who scored the schools according to the set criteria and discussed additional challenges. The report was submitted to MoE/UNRWA who recommended 17 schools for the West Bank program and 11 schools in Gaza. Meanwhile in **Myanmar** the focus of the school selection centred around selecting clusters of schools where one school will serve as an entry point for the interventions in education, CP and CRG, and support the other 5 schools in the cluster. They also selected an urban cluster. The programme will be implemented in Magway Region and Kayah State in 180 schools. In **South Sudan** the approach is different, where it is the Ministry of Education that selects the schools that have no other support and the Education cluster supports the selection process.

The baseline was conducted between April and November. The thematic advisors for education and MEAL worked closely to identify and contextualise tools, and in the majority of the countries education personnel also supported data-collection.³ The data collection for the baseline was a huge undertaking and was our first multi-country baseline on children’s protection in and around schools.

Based upon a joint analysis of the baseline findings, the country offices adjusted implementation plans for 2020 onwards where necessary. The country offices reported that the close collaboration and participation of partners, SC personnel and government representatives in the baseline process generated a better joint understanding of the actual situation on the ground, which has further facilitated practical programme adaptations.

1 13 of 16 reporting countries have disaggregation on children with disabilities. On challenges with getting trustworthy data on the number of children with disabilities, see reflections in Baseline report.

2 These numbers includes all 16 countries. The enrolment number will drop with 130 000 students after 2021, when Cambodia, Ethiopia, Nicaragua and Zimbabwe phase-out.

3 For more information on the baseline process, see the baseline Norad Framework Agreement 2019-2023.

Outcome 1

► Improved Learning Outcomes for all Boys and Girls, including Children with Disabilities

1.1.1

► Children meeting expected proficiency level in grade x in literacy, by gender (and disability where available)

Despite increased access to schools, there has not been a corresponding improvement in learning outcomes globally. The baseline report shows that the proficiency level in literacy ranges from the bleak situation in Mozambique, where none of the surveyed children met the proficiency level in both reading fluency and listening comprehension, to the 62% in Somalia which met the proficiency level in both reading fluency and reading comprehension.

The Leaving No Child Behind programme aims to ensure that all children are learning basic literacy and numeracy skills. This first year has largely focused on understanding the current situation in the targeted areas to ensure bespoke and fully adapted programming based on these learnings. During the first year of implementation, SC also focused on mobilising the community to ensure that all children, including children with disabilities, have access to education and are being supported by their parents or caregivers to improve their learning, in addition to training teachers and providing education material.

As reported in the baseline study, it is challenging to get a good understanding of how to better reach marginalised groups. While it is commonly known that not all children with disabilities have access to education, collecting data on children with disabilities can be complex – from the identification of children with disabilities, ensuring the questions are equally understood by all, to attaining a representative sample size. However, through this programme SC are also strengthening capacity on how to better collect robust data on vulnerable groups, especially children with disabilities, in addition to implementing programme interventions to improve access for excluded groups, (for more information see the Results and Evaluation chapter).

The programmes in **Mozambique** were severely affected by the Cyclone Idai, which came on top of an existing challenging educational context, as was shown clearly in the low baseline scores on literacy and numeracy. To address the poor results, the SC Mozambique team sought support to strengthen their understanding of the Literacy and Numeracy Boost programming. The first year's activities included mobilising school communities to support children's learning by revitalising and training 61 new school councils, exceeding the 42 planned. A total of 1 082 members (W: 592) participated in the trainings on dif-

ferent community strategies to promote Literacy and Numeracy Boost and the use of the reading camps. This training was complemented by the acquisition of children's books to equip 61 new primary school libraries based on specific needs of each school and existing grades. This activity supports the long-term aim to reinforce oral, reading, writing and numeracy skills of the students. Given the size of some schools it was necessary to increase the number of reading camps and consequently the goal was exceeded.

In **Mozambique** they also established partnerships with 4 local community radio stations in the 4 implementing districts which spread messages about the relevance of education and child protection, thus increasing knowledge and awareness on the importance of children's education in the communities, with emphasis on children who are excluded from the education system, including girls, and children with disabilities. This together with training of civil society organisations and school councils contributed to a total enrolment of 75 881 students in 2019, of which 35 272 were girls and 40 609 boys. The community activists also supported the campaign of enrolling children in reading camps.

In **Palestine**, Save the Children and partners used the first part of 2019 to build competencies and skills in literacy and numeracy programming by studying the Literacy Boost approach and discussing how to adapt it to the Palestinian context. Early on they decided to focus on literacy in the first two years and then to take onboard numeracy. The initial focus has been to enhance the capacity and engagement of parents to provide literacy at home to their children. 66 workshops were conducted, targeting a total of 1 182 parents, teachers and community members (F: 1 121) from 26 schools in the West Bank and Gaza. These workshops served as a platform to raise parents' awareness on literacy and focused on their critical role in supporting the learning of their children by providing parents with some interactive tools to support their children's learning. It included story reading to emphasise the power of reading in bonding with their children, and key values and messages to create a safe and enabling environment for children in their homes. All this is important to extend and reinforce the learning that takes place in the schools. Parents were very receptive to such tools and were engaged in the sessions. Another important achievement under this outcome was the involvement of the community in reading campaigns. SC Palestine's partner, Tamer Institute, launched three reading campaigns in both the West Bank and Gaza involving almost 58 000 children. The campaigns aimed at creating an environment that supports literacy for boys and girls through the engagement of their parents and other community members.

To increase inclusive access to primary education for children with disabilities in **Cambodia**, the program has 1) provided training on how to screen

Nepal – a model for education outreach services for children with disabilities to support enrolment/transition to school

Save the Children and our local partners implementing the “Each One Teach One” (=School at Home) program in Dailekh, Jajarkot and Kalikot district. The Each One Teach One program is especially designed to provide basic education for multi-disabled children in their homes and gradually enroll them in school. Facilitators with strong commitment are selected to run the classes in the children’s homes. The facilitators are trained in teaching techniques for disabled children and adjust teaching to the children’s physical and mental condition and needs. Save the Children is working in close coordination with Ward Child Protection Committee in target municipalities. With the joint collaboration of the municipality, a disability

screening camp is conducted to identify children with disability and map out the different types of disabilities the children in the target areas have.

Six year old Pabitra cannot stand and walk on her own feet. She needs help to move from one place to another. She cannot talk much or express her feelings, but her gestures and sounds help her family understand. Pabitra was identified as ultra-vulnerable during the joint (Project team and child protection committee) campaign to identify children at risk. She was selected for the “School at home” program and started learning. Now, Pabitra has enrolled in the nearby school where she has been attending classes regularly the past six months.

children with disabilities using the Washington Group Short Set of Questions on Disability to 101 (41 female) head teachers and teachers; 2) successfully identified 350 children (159 girls) as having difficulties/disabilities in six core functional domains: seeing, hearing, walking, cognition, self-care, and communication; 3) referred 8 of 350 children with disabilities to receive specialised support, while 33 children with disabilities (20 girls) received learning materials and 4) established three inclusive demonstration classrooms equipped with specialised classroom materials to serve as best practices and models for inclusive teaching and learning environments. SC has engaged and financially supported joint advocacy through organising the 8th National Forum on Inclusive Education. The forum aimed to “Increase Investment in Building Capacities of Teachers and School Management regarding Inclusive Education for Children with Disabilities”.

In Nepal, in close coordination with Palikas and the National Federation of Disabled Nepal (NFDN), the project organised ten disability screening camps benefiting 386 children with disabilities. 68 of them (G: 33) were identified in need of support and received assistive devices and/or education material supporting educational opportunities.

Outcome 2

► Boys and Girls are safe in their Learning Environment

1.2.1

► Children attending school who have been physically punished by the teacher the last 12 months, by gender (and disability where available)

1.2.2

► Children who report to feel well and/or safe in school, by gender (and disability where available)

Save the Children’s global definition of quality learning has three central components: literacy, numeracy and wellbeing. To support wellbeing, Save the Children has designed an integrated “Safe Schools” program based on evidence and best practices from the education, child protection and disaster risk reduction sectors. Through its cross-sectoral design, our Safe Schools programming supports project teams to identify, reduce, prevent and respond to all hazards that chil-

dren face in and around school, including risks due to violence, natural and everyday hazards, and conflict.

Safe Schools programming can be contextualised for both humanitarian and development contexts depending on the type of risks that the targeted communities identify. SCN has included Safe Schools programming in both our Norad and NMFA Framework Agreements and actively seeks to support synergies and best practice exchanges across the nexus. In Safe Schools, SC program on four components:

1. Policies and systems.
2. School management.
3. Facilities.
4. Children and teachers knowledge and skills.

In humanitarian settings, our Safe Schools programming often focus on mitigating and responding to the immediate protection concerns of children related to various crises (i.e. conflict, natural disasters). The added-value of Safe Schools programming with sustained Norad funding in development contexts is that SC can strengthen work on preparedness, systems-strengthening, and behaviour change.

In 2019, SCN participated in the global launch of the technical guidance for Safe Schools programming and several country office staff working on the Leaving No Child Behind participated in regional workshops. These regional workshops helped introduce key education, protection and disaster risk reduction staff to the core concepts of Safe Schools programming and inspired their interest for further capacity-building.

To collect baseline data on children's feelings of wellbeing and safety in school, SCN developed a new tool to assess children's perceptions related to multiple risks, including risks due to violence, natural and everyday hazards, and conflict. Given the sensitive nature of these topics, SCN asked the country offices to select and adapt the tools to fit their context, meaning that a global aggregated result will not be possible. A challenge for the collection of data related to feeling well and safe in school is that children's perceptions are subjective and can change with time and as understanding of risks increases. The five-year Leaving No Child Behind project will give SCN a unique opportunity to track and analyse trends in children's feeling of wellbeing and safety in schools over a sustained intervention period.

Across the countries in the baseline⁴, 50% of students (G: 47%, B: 52%) report that they have been physically punished by a teacher during the previous 12 months, with children with disabilities reporting higher exposure at 56% (G: 49%, B: 62%). The numbers indicate that boys are more exposed to physical punishment than girls.

For the countries who were able to disaggregate by disability, the proportion of children with disabilities who felt safe/well was visibly lower than their peers in

all countries, ranging from 19%-points lower in Nepal to 11%-points lower in Myanmar. When gender and disability are considered together the gap in feeling of safety/wellbeing was often higher between girls with disability and girls without disability, for example in Nepal (29% vs 54%), than the gap in the sub-sample of boys (41% vs 54%), exhibiting the influence of multiple disadvantages (being a girl and disabled) on the feeling of safety in children.

In 2019, several country offices prioritised training and interventions on positive discipline. In **South Sudan**, the project trained a total of 117 teachers (F: 7) and PTA members on positive discipline as a way of changing the teachers' and parents' attitudes and practice of corporal punishment in the schools. 77 children (G: 37) joined 112 teachers and PTA members (F: 22) to formulate the school code of conduct, leading to the 42 targeted schools having a child-informed code of conduct signed by teachers. In **Somalia**, children played a key role in addressing risks of physical punishment. 1 050 children (G: 520) were trained on the negative impacts of physical and humiliating punishment, gender-based violence, bullying and fighting on children's lives. Community Welfare Committees played an important role in raising awareness and encouraging children to report cases. Suggestion boxes were opened on a monthly basis with Community Education Committees, Child Welfare Committees, child club patrons/matrons, head teachers and the program team in attendance. Follow-up plans were made for the cases reported by children, and one such plan led to the organisation of trainings for teachers on the Code of Conduct and positive discipline and for the Child Welfare Committees and Community Education Committees on the negative impact of physical and humiliating punishment, gender-based violence, and bullying.

Some countries applied the approach to other types of risks. For example, **Nicaragua** addressed health risks related to sexual and reproductive health, hygiene, and common diseases such as zika, dengue and chikungunya through coordinated interventions with students, parents and teachers. 210 student leaders have been trained under the peer2peer education methodology and have been able to reach an additional 1 116 children and adolescents (G: 643) with key health messaging. 383 (F: 201) parents received key health messaging through the existing spaces of "schools for parents". In partnership with the Ministry of Education and Ministry of Health, SC carried out a training of trainers with 279 teachers (F: 162), on preventive health issues. In **Uganda**, the local partner WoMena trained 90 girls and 90 aunts/mothers/sisters on menstrual health hygiene and adolescent sexual and reproductive health in a pilot partnership with the Norwegian company CleanCup, who donates reusable menstrual cups. While awaiting the pilot's end

4 Reporting countries at BL: Lebanon, Palestine, Myanmar, Somalia, Malawi, Mozambique, South Sudan, Uganda and Guatemala

line assessment, anecdotal evidence currently demonstrates an increase in attendance and wellbeing. More information on Adolescent Sexual and Reproductive Health and Rights programming under Leaving No Child Behind programme can be found in Issue 2, Outcome 2.1.

Another aspect of children feeling well and being safe at school, is the physical infrastructure. Across the countries this first year, a total of 422 permanent and temporary classrooms have been constructed or rehabilitated. Rehabilitation has been the main approach, with 248 (of 254) permanent classrooms rehabilitated or provided with age-appropriate furniture. Of 168 temporary classrooms, 149 have been rehabilitated or refurbished, while 19 have been constructed. For WASH facilities, 44 latrines have been rehabilitated and 10 constructed, and 55 schools have improved their source of safe and clean drinking water while 9 have established a new water source in school.

According to the guidelines of SCI, all construction work should be inclusive and ensure access for all children.

Outcome 3

► Teachers use Inclusive, Gender-Sensitive and Child-Centred Pedagogical Tools and Methodology

1.3.1

► Teachers who demonstrate professional teaching practices, by gender

There is a global shortage of well-trained and motivated teachers who are able to provide the quality teaching and learning required for girls and boys to learn and succeed. Traditional training often conducted through a regime of cascading training through training of trainers have not yielded the results needed to lift the learning results of their students. Save the Children has met this challenge by further studying the challenges and needs of teachers, testing and gaining experience from the ground (Kenya, Tanzania, Mozambique, Niger, DRC). Based on the findings, SC has developed an approach for teacher professional development that focus on 5 key principles:

1. Start with individual needs and context.
2. Measure teacher improvement against a (National) Competency Framework.
3. Support various forms of longterm blended learning
4. Ensure teacher trainers, headteachers and other officials can support their teachers.
5. Advocate for policy improvement and provide support to system strengthening.

At the end of 2019, SC launched Enabling Teachers, a Teacher Professional Development (TPD) approach that is centred around a professional development

course that meets the needs of teachers and boost their competencies, as well as system strengthening that creates an environment that helps them teach well and continue to improve. Organised in cycles, the TPD helps teachers gain mastery over a realistic number of competencies during an academic year. There is a workshop component, but relatively little time is spent in workshops. There is a bigger focus on learning with peers; the course provides ways of helping them share experiences and develop competencies together. A continuous assessment system helps teachers and their coaches track progress. Learning from experts - like coaches and workshop leaders - makes up perhaps 20% of the learning, but about 30% is often with peers; the remaining 50% is self-directed learning. We learn by doing, and the course emphasizes activities that can be tried out directly in the classroom.

Save the Children's approach is wider than a professional development course. It also helps SC staff and their partners to support improvements in the wider system for professional development, considering support for teacher wellbeing, school leadership and strengthening the policy environment. Not all of these falls within the SCN Norad-funded programme, but it is integrated through our wider education work in the countries where the Leaving No Child Behind is implemented.

Given that this approach is new to most countries, there will now be a period where the SC staff and partners study and learn from the countries that have some experience and find ways to adapt the relevant parts that can be integrated within their existing programmes to improve their teacher professional development program. The continued improvement in strengthening teachers' competencies and skills is at the core and moving towards a more sustainable support for teachers and is one of our top priorities.

Across the countries, more than 9 300 education personnel have attended some kind of training during 2019. Almost 7 000 of these are teachers (W: 39 %). Of the teachers, 2 355 of them (W: 62%) attended specific trainings targeting inclusive education. In addition to teachers, more than 2 000 are representatives from ministry of education (W: 52%) (see more below under Outcome 5) and the remaining 300, who were kindergarten or reading-camp facilitators, (W: 69%) participated in trainings during 2019.

The baseline report explains how the different countries have their own tools that are based on classroom observation and/or teachers' self-assessment. The results vary from country to country. For example, in **Lebanon** none of the teachers reached the expected level but both **Colombia** and **Palestine** showed that more than 2/3 of the teachers reached the expected levels.

Following the baseline assessment conducted with teachers in **Lebanon** in 2019, which showed that teachers did not sufficiently "demonstrate professional teaching practices", SC put some measures in place

Pilot on School leadership and management

Based on lessons from I'm Learning, SCN and Nepal, with two technical consultants from InformEd International, are developing and testing a program model in Nepal on School Leadership and Management (SLaM). The pilot emphasises participatory school-based management and leadership in basic education programming, for strengthened and sustained impact of Quality Learning Framework-based interventions, targeting school improvement. The two-year pilot is being implemented 14 schools in the local municipality of Dailekh district, located in Karnali Province in Nepal's far western region.

As the SLaM project approach is emerging, Developmental Evaluation is being used for the first two

years of the pilot. The purpose of this is to enable authentic and contextualised insights to arise throughout the project development journey, allowing SCN to identify emergent themes and address challenges that crop up to continually adapt and improve the project as it progresses.

During the first year, the focus has been on identifying stakeholders' priorities and needs, developing interventions to address them, and engaging with stakeholders on needed revisions during the pilot phase. Implementation of interventions will begin in 2020, and data collection exercises with relevant stakeholders will continue to capture how effective the SLaM model is.

to address this issue. This included the recruitment of a shared SC Education Coordinator across different projects to bring in high level technical expertise so that the capacity building of teachers becomes more systematised and in close collaboration with partners. All the teachers at the non-formal education centres received regular mentoring visits by the Education Coordinator. Teacher Learning Circles were held monthly as a platform to discuss classroom challenges, where experienced teachers can support newer teachers. SC also increased the cost allocated for learning and recreational materials to ensure that teachers can work with a range of materials. Moreover, additional efforts will be invested in peer coaching and mentoring of teachers in 2020. SC has planned a reflection workshop in 2020 with its partners during which a deep dive into the results of the baseline assessment will take place so that proper mitigation measures are put in place.

In **Malawi**, trainings of teachers on numeracy and literacy using the Special Needs Action Pack (SNAP) helped strengthen teacher capacity to apply inclusive pedagogy in delivery of numeracy and literacy lessons. In total, 507 teachers in grades 1-4 (F: 268) from all targeted districts were trained. Results have also shown that an increased number of teachers are applying inclusive pedagogical skills in the classrooms when delivering literacy and numeracy lessons. Mentorship support visits conducted by Primary Education Advisors, inspectors, and selected teachers and head

teachers in all the targeted districts in 2019 showed that 82% of the teachers visited (531 out of 644 teachers) used inclusive pedagogy in delivery of literacy and numeracy lessons, showing the sustained effects of the previous Norad Framework Agreement in Mwanza and Neno districts and the Inclusive Education project in Mzimba South district which had components of teacher capacity enhancement on delivery of lessons using inclusive pedagogical approaches.

The quality of education is strongly linked to teaching in children's mother tongue. In **Guatemala** work was done to develop material for vocabulary development in the 3 dialects used in the Ixil region, which will be distributed in 2020. Representatives from the partner organisations ASSAJO and APPEDIBIMI, participated in the Literacy Boost Regional Workshop and were trained in educational practices for teacher training which is fundamental to the bilingual education strategy (Ixil-Spanish / Ch'orti'-Spanish), which will be implemented in 40 schools covered by the programme.

Several countries have taken this first year to build capacity of teachers on inclusive education and especially focus on inclusion of children with disabilities. In **Myanmar** a total of 599 teachers and head teachers (F: 465) from 177 schools in 6 townships were trained on the concepts of inclusive education, inclusive values, inclusive teaching, and the teaching practices and strategies such as learner centred approach, universal design for learning (UDL), and classroom

management that promotes the learning of all children including children with disabilities. The training evaluation revealed that teachers and head-teachers' attitudes towards children with disabilities had changed and that they had learnt relevant techniques and strategies to better include children with disabilities in their teaching and in the classroom. Teachers enjoyed attending the training because they found the content to be relevant and useful, especially linked to understanding the concepts of inclusive education, different disabilities and the typical barriers these represent in a school setting, as well as various teaching strategies to respond to these. To ensure teachers use what they have learnt in the training, follow-up cluster meetings will be conducted, and regular monitoring and supervision will be conducted by SC staff together with Cluster Heads and Township Education Office staff in 2020.

In **Nicaragua**, the focus has been on collaboration and coordination with the Ministry of Education (MINED) embedding teacher strengthening in the national education system, by providing training in the teacher education institutions and with MINED employed teachers, creating a more sustainable approach that goes wider than just the SC programs. The close communication with the Ministry of Education during the previous and current program has enabled the development of an approved Operational Plan targeting the strengthening of teachers' capacities in primary school children's reading and writing methodologies from 8 teacher colleges (normal schools) at national scale beyond the initial target of 2 normal schools (Matagalpa and Jinotega). As a result, a total of 80 (F: 69%) teachers, and 727 (F: 64%) student teachers from 8 public teacher colleges were trained.

Outcome 4

► Strengthened Participatory School Management supports Safe, Inclusive Quality Education

1.4.1

► Schools with functional risk-informed school improvement plans

One of the key learning points from the I'm Learning programme in the last Norad framework agreement showed the impact and sustainability of school improvement interventions might be jeopardised if school management is not strengthened. Participatory school leadership fosters a commitment to the safety and holistic wellbeing of all students and adheres to principles of inclusion to promote equality of opportunity for all. Where representative of children and

parents' structures, such as School Management Committees (SMCs) or Parent Teacher Associations (PTAs), support parent and community participation in school improvement projects, school safety management or enrolment campaigns. All countries in the Leaving No Child Behind programme recognise that school governing bodies represent a key entry point for sustainable development. During 2019, 7 471 (SCM/PTA) members (F:49,7%) have been trained.⁵

In many countries, the link between strong, inclusive school management and Safe Schools programming has been made. Participatory school safety activities can help children, parents, teachers, school leadership and key community stakeholders to identify risks (including for children with disabilities) and plan actions to help reduce or prevent risks. These risk-informed actions should be integrated into an existing school improvement planning process where possible. In the Leaving No Child Behind baseline, less than a quarter (23%) of the assessed schools had a functional risk-informed plan in place.

In **Myanmar**, SC and partner staff collaborated in implementing activities to ensure schools and communities develop safety plans so that children learn in a safe environment. At the school level, SC staff conducted disaster risk reduction awareness raising, school mapping exercises, school drills, and school disaster management planning together with students, teachers and PTA members in 29 schools. On a community level, partner staff conducted awareness raising with 2 715 children (G: 1 402) and 1 317 adults (F: 799) in 30 communities on disaster terminologies, the disaster risk management cycle, and the most common types of disasters in Myanmar. A village map was created with community members to consider the risks and resources available in their locality and to identify safe places and evacuation routes. Based on this mapping, a village disaster risk reduction plan was developed. SC and partner staff collaborated in integrating the village disaster risk reduction plans with the school-based disaster risk reduction plans. The latter were then set as a prioritised activity in the school improvement plan.

In **South Sudan**, a total of 294 children (G: 134) participated in risk mapping exercises whose processes led to the development of risk mitigation plans and the establishment of 76 Disaster Risk Committees for adults and children. These committees will oversee the design and implementation of mitigation measures to respond to risks identified hazards in and around the schools. The risk mitigation plans helped inform the development of State Safety Guidelines, which were endorsed by Government, implementing partners, teachers and PTAs.

In **Colombia** training sessions on the School Management Model was held. 25% of the selected schools began the process of strengthening school manage-

5 Reporting countries: Colombia, Ethiopia, Lebanon, Malawi, Mozambique, Myanmar, Nepal, Niger, Somalia, Uganda and Zimbabwe.



PHOTO: JONAS GRATZER / SAVE THE CHILDREN

ment in 2019. This activity involved 134 teachers from the municipalities of Ocaña, La Playa and Abrego who accessed trainings for the first time to strengthen school planning and management, children's rights and child protection, as well as the first training sessions on inclusive education.

Outcome 5

► Strengthened Government Systems have Policies that deliver Safe, Inclusive Quality Education

1.5.1

► Number of government policies and plans developed and/or revised ensuring safe, inclusive quality education

To ensure sustainable change and scale, the education programming must be underpinned by a strong long-term focus on policies and guidelines that support the delivery of safe, inclusive quality education. As a part of developing the baseline many gaps in policies at national and/or sub-national level were identified, and 17 concrete policies and/ or guidelines will be addressed throughout the programme period⁶.

Building capacity of and ownership by the government, or representatives of Ministries of Education in particular, is important to ensure sustainability of the interventions. For the six countries reporting on government staff trained in 2019, a total of 2 120 people (F: 51,6 %) have been trained.⁷ The involvement and cooperation with education authorities is also visible in that almost 70% of all supported schools in **Niger, Mozambique, Somalia and Uganda** were visited by governmental supervisors at least once during the school year.

In **Guatemala**, inclusion of children with disabilities in the education system is a top priority in the programme. SC and the Ministry of Education developed guidelines for the establishment of Resource Centres for Inclusive Education to improve access to quality education for students with special educational needs, whether associated with a disability or not. The General Special Education Directorate was strengthened with the design of an Integral Organisational Management Model for the inclusion of children with disabilities, to expand coverage and facilitate the integration of children with disabilities.

To establish one national learning assessment led by the Ministry of Education in Somalia, the programme supported MOE-Puntland and contributed to the establishment of a standardised state level learning assessment in Puntland. The learning assess-

ment was primarily undertaken by several Education Sector Committee members (ESC), with the mandate from the Ministry of Education and Higher Education of Puntland State of Somalia. MoE has harmonised the tools used by the different education stakeholders and produced one official and approved tool. MoE led this assessment with technical and financial support of education stakeholders. Data collection was conducted in the last quarter of 2019 and a report will be generated by MoE in early 2020.

The government of Nepal endorsed the Free and Compulsory Education Act in 2018. However, the act has not been widely disseminated, and there is a need to develop a reader-friendly version and communication materials to increase knowledge and understanding. SC contributed to the production of these materials and to a conference organised by the National Campaign for Education (NCE) and Global Campaign for Education (GCE) in September 2019. The conference brought together key policymakers, parliamentarians, Palika representatives, civil society organisations, teachers, academics, youth representatives and other experts to discuss challenges, and plan the way forward for implementing the Act across the new federal structure. SC is both a useful partner for the MoE in disseminating, building awareness and understanding of the new education policies while at the same time also representing voices from grassroots level in the development of policies and national/ local guidance for implementing policies.

In **South Sudan**, partners led an advocacy workshop focused on the need for national disaster risk reduction policies. A total of 58 participants (F: 11) from Ministries of Defence, Humanitarian, Interior, Education and Gender attended the two-day workshop. Action points from the meeting will be followed up in 2020, including the incorporation of disaster risk reduction in the school curriculum and ensuring that schools have disaster risk reduction plans. To address conflict-related risks specifically, Advocates without Borders, a partner with legal expertise, engaged and trained 126 male military personnel in Bor and Rumbek on the Safe Schools Declaration.

Through Movement of Education for All, the main civil society platform promoting policy dialogue with the Ministry of Education, SC **Mozambique** supported and participated in the advocacy actions to influence the Ministry of Education to consider Early Childhood Care and Development (ECCD) and Inclusive Education as a priority, especially in the new Education National Strategy Plan (2020–2029). In addition, SC took part in monthly meetings between February and June on the Technical Teacher Training Group at the Ministry of Education and Human Development. SC took this opportunity to advocate for the

6 Reporting countries: Nepal, Niger, Somalia, South Sudan, Uganda and Colombia

7 Reporting countries: Malawi, Mozambique, Niger, Nicaragua, Palestine, Somalia and Zimbabwe.

inclusion of the Teacher Professional Development (TPD⁸) model, which was successfully included in the new teacher training curriculum plan in July 2019 by the Ministry of Education. The new teacher training in Mozambique will now be a 3-year programme building on students having completed 12th grade, while it used to be a one-year training after completing grade 10.

In **Cambodia** and **Zimbabwe**, two of the four phase-out countries, the projects build on the relevance and sustainability of the I'm Learning model, and the main priority in the phase-out countries is to ensure a good hand over to the government and local partners to sustain the results achieved. In **Zimbabwe**, SC worked closely with government and CSO partners to streamline the support to a safe and inclusive learning environment. Almost 1 900 teachers and government officials were trained on safe, inclusive and quality learning environment. All the 146 School Heads were trained on coordinating and reporting on the implementation of Quality Learning Environment (QLE) in schools. To further strengthen their ability to support safe, inclusive and quality learning environment, two exchange learning visits involving 42 participants (F: 16) which included government officials and strategic partners. In addition to school-based activities, the phase-out plan includes a strong focus on civil society strengthening.

In **Cambodia**, the Ministry of Education adopted the School-Based Management (SBM) programme. School governance and decision makers were held accountable for improving school services and performance by responding to the needs of the school community identified through a participatory school self-assessment process. 50 school development plans were developed reflecting QLE and SBM elements, and 304 children council members received training and mentoring on how to engage in the school devel-

opment planning and budgeting process. Beyond the target schools, the program supported target Provincial Offices of Education (POEs) to establish model schools (one per province), which demonstrates the SBM model. The aim is shifting ownership from SC to the government institutions and assist them in mobilising resources from other agencies to support these schools. Another highlight from Cambodia is the bottom-up support to create opportunities for more female caretakers to have an active role in supporting the quality learning environment. Members of SMCs are generally male, and men are dominant in the decision-making processes. SC also supported head teachers and teachers to review the membership of the children's councils to ensure inclusiveness and gender balance. SC has, together with POEs and Ministry of Education, supported head teachers and teachers to establish "Classroom Committees" which allow male and female caregivers to work with teachers and schools to focus on addressing the real challenges affecting children's learning, particularly at classroom level.

In another phase-out country, **Ethiopia**, SC has strengthened the joint monitoring work with woreda (district) education officials, to ensure that they take over the implementation of project activities as their regular duties once the Norad programme ends. During the program's lifetime, the Woreda education offices at local level have had designated focal points who have been involved in the planning and implementation of the project activities. Woreda education officers also visit schools quarterly. In 2020 SC will organise follow up discussions with woreda education officials and other stakeholders to discuss the sustainability of project activities, as well as a qualitative study of how the woreda education officers follow up the SC initiated education activities in Amhara region.

8 The model is based on teacher competencies, to strengthen teachers' skills in defining practical strategies and methodologies (inclusive, safe and gender sensitive) that promote children's development of literacy and numeracy skills.

ISSUE 2: CHILDREN ARE PROTECTED FROM VIOLENCE AND ABUSE

SC aim to ensure that all children are protected against violence and abuse in the communities in which we work by supporting the establishment and strengthening of child protection systems to prevent and respond to violence against children. In several of the countries where SC work, child marriage and teenage pregnancies are among the most pressing rights violations and protection challenges for girls and boys. Building on the progress achieved in Malawi and Mozambique during the last Norad framework agreement, SC have scaled up our ambitions and are implementing an integrated approach to tackle child marriage and teenage pregnancies in Malawi, Uganda, Mozambique, Niger and Nepal during this five-year period. A key priority during the first phase of the programme is to develop a solid evidence base to identify key drivers of child marriage and teenage pregnancies in the contexts SC work. This is to ensure more targeted interventions that address the root causes and drivers of the harmful practice.

It should also be noted that there has been a methodological challenge in monitoring the number of Children with disabilities (CwD) who accessed SC supported CP services (under outcome 2.3) in almost all countries. In order to disaggregate the number of CP cases identified or responded to by disability, there is a need to first train the CP case workers and CP community committees on using the Washington Group Questions (WGQs) to assess if a child has functional difficulty upon registration by the case worker or CP committee. Currently, most of the CP case workers do not have the required skills to administer the WGQs. This is planned to be addressed in 2020.

This chapter provides an overview of overall key achievements related to the implementation of the programming during its first year by the three key outcomes under issue 2 on child protection:

1. Increased access to quality education for girls and boys at risk of or affected by child marriage and/or teenage pregnancy,
2. Transformed social, cultural and gender norms reduce violence against children, including child marriage and/or teenage pregnancy and
3. Strengthened and coordinated national and community-based child protection systems prevent, identify, report and respond to violence against girls and boys.

Key achievements at country level will be highlighted under each outcome.

During the first six months of the programme, a key priority across all 12 countries was to develop a solid baseline for the programme, of which all coun-

try offices were able to show the baseline status on overarching child protection outcome indicators in the baseline report. The annual report, which mainly focuses on output level results, enables us to assess if progress is on the right track towards achieving the overarching outcome indicators. While the start-up period varied from country to country, most countries are now on track according to the 2019 targets.

2.1

→ **Increased access to quality education for girls and boys at risk of or affected by child marriage and/or teenage pregnancy**

2.1.1

→ **Re-enrolment of married girls and teenage mothers to school**

2.1.2

→ **Proportion of girls who drop-out due to early marriage and teenage pregnancy
Malawi, Mozambique, Niger, Uganda,
Nepal**

Two key priorities for SC is that all girls and boys have the right to live a life free of violence and access quality education. Child marriage and teenage pregnancy have a complex and negative correlation with education. Evidence shows that girls who stay in school longer are likely to delay marriage, and that keeping girls in school is an efficient strategy to prevent and respond to child marriage. When girls are in school, they are more protected against child marriage and teenage pregnancies, and also gain important knowledge and skills necessary to succeed in their lives.

The baseline data collected from **Malawi, Mozambique, Niger, Uganda and Nepal**, in 2019, showed that 10% of girls who drop out of school, do so because of child marriage and/or teenage pregnancy. The highest drop-out rates for this category are registered in Niger at 14% compared to Uganda the lowest with 3%. The data has been collected at primary and secondary school level, including the lower grades of primary level, which is one identified reason for why the results are so low. According to a study from Malawi in 2015, 30% of girls dropping out of secondary school, did so due to pregnancy or child marriage (Lusinje 2015). In comparison, the 2019 baseline data found a dropout rate at 13%. SCN is therefore concerned that the drop-out numbers are

under-reported, which will be further addressed in the midterm report.⁹

Under this outcome, **Malawi, Mozambique, Niger, Nepal and Uganda** are working to prevent school drop-out and increase school return rates and readmission of girls who have dropped out due to child marriage or teenage pregnancy. Three key strategies are applied to address this issue: a) improving adolescents' access to SRHR information and services to prevent early and unplanned pregnancies, b) general awareness raising in the communities on the importance of education and c) strengthening local structures to support married girls and teenage mothers' re-enrolment in school through capacity building of mother- and youth groups and health workers to support teen mothers and pregnant adolescent girls in preparation for and readmission to school.

Several countries have focused on improving adolescents' access to Sexual and Reproductive Health and Rights information and services as a prevention measure to reduce teenage pregnancies. **Niger** trained 120 health workers on Adolescent Sexual and Reproductive Health and Rights (ASRHR). All together 14 587 (G: 6 877) were reached by information and awareness campaigns, were of 9 980 adolescents and young people were at secondary school level (G: 4 579) were engaged through SRHR advocacy activities to reduce child marriage, prevent unwanted pregnancies among adolescents and keep girls in school. In **Malawi**, a total of 90 primary school patrons and matron teachers (F: 45) were trained on Comprehensive Sexuality Education (CSE) in Mzimba district. The programme will scale up this training in Mwanza and Neno next year to build capacity of 348 school patrons, matrons and head teachers. They also provided 1 004 children (G: 467) with ASRHR information through life skills lessons and life skills clubs facilitated by School Health and Nutrition teachers, and 727 children (G: 394) accessed ASRHR services through outreach clinics.

Sexuality is still taboo in many of the cultural and religious contexts SC is working, which causes a challenge for our work on CSE. In **Nepal**, CSE sessions are delivered in schools by SC partner staff, where teachers attend the sessions but don't deliver trainings. This led to some teachers in one of the Kalikot district to raise questions regarding the use of phrases and words related to sexuality that were used in the CSE training. To address concerns, a meeting was convened together with teachers, School Management Committees, and the local government about the importance of CSE, where it was reiterated that the aim with CSE is to reduce child marriage and teenage pregnancies. At the same time, it was clarified that the CSE content was developed by the Government of Nepal as a measure to reduce child marriage and early pregnancy. Following this, discussions were

organised between teachers and child clubs about the importance of CSE and its content. As a result, 3 399 adolescents got access to comprehensive sexuality education in 55 schools in Nepal over the last year. While the programme successfully managed to achieve a positive outcome of the resistance against CSE in Kalikot, the programme still faces similar challenges when scaling up CSE in new schools for the upcoming programme period. Further, from 2020 the programme will train health personnel from the school's health facilities to deliver the CSE sessions, replacing partner staff.

Both **Malawi** and **Uganda** prioritised re-enrolment of married girls and teenage mothers in school in 2019. The empowerment of community structures such as mother groups and care groups have played an important role in supporting teen mothers and pregnant teens in both country contexts. In **Malawi**, 232 mother-group members were trained on how to provide basic counselling, care and management of teenage mothers who drop out of school due to pregnancy. The orientations took place at community level and the groups then conducted home visits and followed up 48 pregnant teens and encouraged the parents to send their daughters back to school and withdraw children from marriages. The mother-groups also referred pregnant teens to health facilities to access maternal health related services. In **Uganda**, 159 children were successfully re-enrolled into school. This includes 115 adolescent mothers and 18 adolescent fathers. In addition, the programme supported 26 out of school children, including 6 CwD to re-enrol. The re-enrolled students were supported with scholastic materials to stay in school and 150 teachers were trained on how to provide basic counselling and psychosocial support. In parallel, the programme identified and trained 40 Community Mother Care Group members across the four districts on how to support teenage mothers and take care of their children when their mother and father attends school.

Some of the countries also provide economic support or opportunities to support school re-enrolment for girls affected or at risk of teenage pregnancy and child marriage. **Niger** applies a two-pronged approach to prevent school dropout and increase re-enrolment of married girls in school. First, the country team worked to identify suitable training centres to provide opportunities for reintegration into education by providing access to vocational training. Four centres were identified and an ongoing dialogue on how to design and adopt training programmes according to the adolescents' needs has been initiated. This work will be further consolidated in 2020. During the full programming period, 250 adolescent girls will be offered scholarships and matched with vocational training and the overall target is to provide 800 girls

9 Baseline Norad Framework Agreement 2019 – 2023

with vocational education by 2023. Second, the programme is working on general awareness raising and community mobilisation on issues relating to the importance of keeping girls in school, ASRHR, gender issues and child marriage. This has been achieved by targeting community leaders with training and by facilitating intergenerational dialogue between children and their parents and caregivers. As a result, some of the communities have experienced increased dialogue between parents and their children on these issues and more platforms for adolescents do discuss these issues.

2.2

► **Transformed social, cultural and gender norms reduce violence against children, including child marriage and/or teenage pregnancy.**

2.2.1

► **Community members who believe child marriage is an unacceptable practice, by gender**

2.2.2

► **Communities which have declared themselves free of child marriage.**

2.2.3

► **Children aged 1 – 17 years that have experienced any physical and/ or psychological aggression by parent/caretaker in the past month, by gender (and disability where available).**

2.2.4

► **Proportion of parents/ caregivers who believe that punishment is acceptable, by gender**

It is crucial to address the perceptions and traditions that perpetuate violence to end violence against children. This is also supported by the findings from the end line report for the previous Norad Framework agreement. Under this outcome, the programme is working to address the root causes and key drivers of child marriage and teenage pregnancies and physical and humiliating punishment of children. Key interventions are focused on changing discriminatory social and gender norms through community dialogues and engagement of community leaders, children and parents. To prevent children from experiencing physical and humiliating punishment in the home, SC use the programme model Parenting without Violence (PwV). Through this approach, SC work with parents and caregivers and provide them with the skills, knowledge and attitudes to parent without using violence through positive parenting training

and parent support groups. In parallel, SC work with children to ensure they feel safe and respected within their family and communities, and wider community engagement through interventions such as awareness raising activities highlighting gender-sensitive and positive messaging and strengthening local community-based child protection mechanisms. In 2019, a total of 12 768 (F: 6 688) community members were reached through awareness raising activities related to child protection issues. Of those 12 768 trained, 1 979 were children (51% girls); whereas 62% of trained adults were women.

According to the 2019 baseline, 64% of the community members assessed believe child marriage is an unacceptable practice. This ranges from Malawi with the highest rate of 80% to Niger at 32% of community members who do not support the practice. Across the four countries, Malawi, Uganda, Mozambique and Nepal, 11% of the communities had declared themselves free of child marriage. There is an inconsistency between the high % score of community members who believe child marriage is not acceptable and the indicator on communities which have declared themselves free of child marriage (11%). In addition, the last Demographic and Health Surveys (DHS) from Malawi (2016) estimated that 42% of women were married before turning 18 years. An explanation for this difference between the number of community members who express an individual attitude that they do not support the practice, does not necessarily result in behaviour change. To successfully achieve this, it is crucial to gain a better understanding of the specific root causes and drivers that sustain child marriage and teenage pregnancies in the different contexts of intervention.

A key priority in 2019 has therefore been to strengthen the evidence base to inform our programming in this area. SCN entered into a partnership with Chr. Michelsen's Institute (CMI) in September 2019 to conduct action research on the child marriage and teenage pregnancy programme in **Malawi**. A key objective with the research is to get a better understanding of context specific factors, including social norms, that cause and sustain child marriage and teenage pregnancies in implementation areas. The study was planned to be finalized in 2021. In **Nepal**, an emerging trend is self-initiated marriages among children. As a part of the Norad programme, a study was undertaken in the Kalikot district to identify trends, main causes and possible ways to decrease self-initiated child marriages in the project areas. The study was started in November 2019 and was finalized early in 2020. Findings of the research will inform programme and advocacy interventions that are to be implemented in 2020. The country team in **Mozambique** has also been planning a study on key drivers of child marriage to inform the programme. A terms of reference was developed and a call for consultants was announced in 2019, but due to challenges with iden-



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tifying a suitable consultant, the start-up has been postponed to 2020.

In order to foster cross country learning and networking across the Norad programme countries with child marriage and teenage pregnancy programming, a joint workshop for SC and partners was convened in Uganda in September 2019. The workshop was attended SC colleagues and partners from **Niger**, **Mozambique**, **Malawi** and **Uganda** and allowed participants to share experiences, lessons learnt, and best practices related to child marriage and teenage pregnancy programming. Some key outputs were experiences sharing related to reaching adolescence with information and services, male engagement, and advocacy strategies.

Community dialogue is a key approach used in our work to change social norms. Engagement of traditional and religious leaders is considered particularly important as they often prescribe which behaviours are acceptable and are, therefore, important allies in raising awareness on the negative consequences of child marriage. In **Malawi**, the programme has been facilitating community dialogue sessions to discuss causes and consequences of child marriage and teenage pregnancies and to develop action plans on how to address these issues. A total of 12 community dialogue sessions targeting 324 community members (F: 105), including local leaders (traditional chiefs, initiation counsellors, religious leaders), child-led club members, mother groups, patrons and matrons of child led clubs, Parent Teacher Associations and School Management Committee members were conducted. The sessions were facilitated by partners in collaboration with the District Child Protection Committee members, using focus group discussions in each group. Children including those with disabilities were deliberately involved to get their views, concerns and suggestions. Generally, it was noted that most parents know that it is unlawful for children to get married. However, they lack knowledge on the specifics of the laws and policies regarding child marriage and teenage pregnancy. This contributed to some traditional leaders banning harmful practices, such as the traditional authority Malauli in Neno district banning chinamwali, the initiation of girls when they reach puberty, and the Group Village Headman in Mwanza district withdrawing 16 children from marriages.

A key priority in **Mozambique** was to develop a community dialogue guide on child marriage and teen pregnancy. As a part of this process 60 children (G: 30) from the 4 districts were consulted and their inputs will be incorporated in the guide, which will be finalized in 2020. The guide focus on key messages that the community needs to know about child marriage, such as consequences, legal frameworks, GBV, child protection and participation and case management. SC also worked with the Coalition for the Elimination of Child Marriages and ROSC4 (strategic partner), on advocacy efforts and strategic engagement with key stakeholders, including Parliamentary

Commissions, the National Association of the Judges, the President of the National Parliament and others, to get the Law on Prevention and Combat of Premature Unions (child marriages) adopted. The new law will prohibit, prevent, mitigate and penalise premature unions or marriages, as well as establish mechanisms to protect children in those unions. In addition, the Parliament also approved a revision of the Family Law, which eliminates a loophole in the Mozambican family law (2004), which made it possible for children to marry at 16 with the consent of their parents. The law was passed on 14 July 2019. This timing was considered crucial as the current National Strategy to End Child marriage ends in 2019. Following the adoption of the bill, it was met with resistance by some Members of Parliament, claiming that child marriage is part of the country's culture and tradition. In response to this, together with the Coalition, SC supported a national media campaign to create awareness around the issue and negate the risks around passing of the bill. In addition, 1 680 community members in 57 communities participated in community dialogues on child marriage and teenage pregnancy related issues.

The baseline assessment shows that violence against children is widespread across many of the communities SC work. On average, 63% of parents and/or caretakers assessed, believe that physical and humiliating punishment is acceptable. The highest level was found in **South Sudan** with 88%, followed by 72% in **Myanmar** and **Guatemala**. The lowest proportions observed of those who accept punishment was 48% in **Uganda**. Among children reporting to have experienced physical and/or phycological aggression from the caretaker the last month, the average was 81%.

Building on the achievements from the previous Norad framework agreement, SC in **Myanmar** is working together with the government to align and coordinate efforts on positive parenting across government stakeholders and CSOs by joining the Positive Discipline Task Force, led by the Department of Social Welfare, which consists of local and international NGOs. The past year, the task force has developed a National Positive Discipline Manual, a crucial step taken to implement the Government's pledge to the ASEAN Regional Plan of Action on the Elimination of Violence against Children. With the manual and utilisation of it, the Department of Social Welfare aims to reduce corporal punishment against children at home and in institutions and to promote positive parenting skills. It also enhances the effort of Ministry of Education to produce a Positive Discipline Manual for teachers to introduce into schools in Myanmar. SC contributed to the development of the manual by providing technical inputs and facilitating field-testing. The Standardised Manual on Positive Discipline was endorsed by the Minister of Social Welfare, Release and Resettlement on 16th September 2019. Following the standardised manual, a

facilitator's guidebook and parents' booklet were also developed to accompany the manual. The Positive Discipline Task Force will provide ongoing support to the Department of Social Welfare to disseminate the manual and raise awareness on the efforts to reduce violence against children in the areas that they work.

In **Somalia**, a formative study was undertaken in Somaliland and Puntland, to identify characteristics and the drivers of physical and humiliating punishment (PHP) of children in the target communities, and to generate primary evidence that would inform contextualisation of SC's Parenting without Violence programme approach. The study found that PHP was widespread, such as hitting children with shoes. PHP in schools was also contributing to higher dropout rates among children. Key drivers identified included traditions and social norms, and the absence of a strong policy and legal framework, lack of enforcement or contradictions within existing. Informed by the study the Parenting without Violence approach was rolled out in 16 schools and neighbouring communities, reaching a total of 640 parents and caregivers (F: 589) and 640 children (G: 314, 20 CwDs). Parents who participated in positive parenting groups were identified based on their availability and commitment to positive parenting practises, in addition to considerations of gender balance and representation of parents of children with disabilities. The programme aims to improve trust between parents and children, contribute to more respectful communication between children and parents and build children's confidence.

In **Palestine**, the country office has worked to increase awareness among parents and community members to promote child safety and non-violent disciplinary techniques. 194 parents and caregivers were trained on combating violence against children through practice of positive discipline approaches. In line with its objective of promoting prevention of physical and psychological violence against children, **Lebanon** has trained and engaged 255 (F: 253) to promote wellbeing and protection of children, including caregivers of children with disabilities. Through advocacy efforts, **Cambodia** significantly contributed to and successfully pushed the government to increase resources to implement the Positive Parenting Strategy and the National Action Plan to Prevent and Respond to Violence against Children. As part of the new global Child Rights Now coalition, SC worked with other child rights organisations to advocate for increased resources to implement the National Action Plan on Violence against Children 2017-2021. The advocacy efforts contributed to an increase of budget allocations in 29% out of 45 targeted communes. As a result, 13 communes allocated funds in their Commune Investment Program to implement the positive parenting strategy. As a phase-out country, Cambodia's focus on promotion of institutionalized financing of positive parenting strategy and strengthening of child protection mech-

anisms are intended to have sustainable change in the intervention communities after the end of the project.

There are also countries that during the first year of implementation have focused on getting a better understanding of factors that aggravate violence against children in the context they work. In **Guatemala**, the country office engaged parents and caregivers to gain a deeper understanding of the drivers and dynamics that causes violence against children at home and in their communities. As a part of this work, focus group discussions were facilitated by local CSO partners. Factors such as alcoholism, family disintegration, lack of access to work, cultural patterns and poverty were identified as drivers of violence against children in one community.

2.3

► **Strengthened and coordinated national and community-based child protection systems prevent, identify, report and respond to violence against girls and boys.**

2.3.1

► **Child protection cases identified and registered during the last 12 months, that were responded to by CP mechanisms, by gender (and disability where available)**

2.3.2

► **Proportion of community child protection mechanisms which are active in identifying & registering, referring, and/ or responding to child protection cases.**

Strengthening national child protection systems is a key priority for several of the countries in the Leaving No Child Behind programme. SC will build on gains made in the previous framework agreement, where SC together with partners have influenced policies and laws in countries like **Nepal, Myanmar, Cambodia, Guatemala, Uganda, Somalia and Ethiopia** and contributed to strengthening the coordination between child protection actors. Specifically, SC work with communities and children themselves to raise awareness on child protection and create safe spaces for community sensitisation and dialogues. As a part of this work, SC strengthen the quality and capacity of formal and non-formal child protection mechanisms in communities to improve their ability to prevent and respond to violence against children. When it comes to child protection case management, SC uses Steps to Protect, which builds on agreed interagency standards, to ensure that children affected by violence and abuse are followed up and protected in a structured and coordinated manner. In addition, countries will continue with advocacy efforts and capacity building of government counterparts, service providers, CSOs and other key stakeholders and duty bearers

for stronger policy and legal frameworks on child protection, national actions plans and improved case management systems.

The baseline data shows that only 42% of child protection cases identified and registered the last 12 months, were responded to across **Nepal**, **Somalia** and **Uganda**. Only 33% of community-based child protection mechanisms were assessed to be active¹⁰. Based on this data, several countries have prioritized capacity building and training of child protection workers including both case managers and child protection officers in the formal child protection mechanisms and community-based child protection committee members in the first year of the agreement.

The programme trained 952 (F: 43%) child protection workers on the prevention, identification and/or response to violence and abuse against children in 2019. This includes government officials and professionals such as social workers, health workers, lawyers, police and community-based child protection members and/or volunteers. A total of 659 child protection cases were identified and reported by child protection mechanisms in **South Sudan**, **Somalia** and **Uganda**, the past year. In addition to these cases, 153 children (G: 57, (5 CwD)) were assisted through child protection case management and specialized services in **Lebanon**¹¹.

In **Somalia**, the programme has worked to strengthen existing community-based Child Welfare committees (CWCs). A total of 223 CWC members (F: 138), were trained on simple case management procedures and provided with material support, such as stationery and loudspeakers to manage simple cases and mobilise communities. As a result of the improved capacity among CWC members, 107 cases (G: 48) were reported, of which 102 were responded to and the remaining 5 cases were referred to hospitals. In addition, 64 service providers were trained on child protection related issues and case management, including health personnel, police officers and legal aids.

Following the baseline assessment, an important priority for **South Sudan** has been to build the capacity of case workers. During 2019, 23 case workers and Child Protection Officers (F: 12) were trained on procedures, principles and processes in case management and the Child Protection Sub-cluster agreed vulnerability criteria. Following the training, 383 children (G:177) with concerns such as physical, sexual and emotional abuse, children with disabilities, unaccompanied and separated children were identified and supported through the case management ser-

vices. In addition, 32 community-based child protection networks comprised of 260 members (F:90) were established and supported. All members were trained on basic child protection concepts, referral mechanisms and child safeguarding policy and are working on identification and referral of cases to services. The community-based child protection networks were meeting on a regular basis, once a month.

In **Guatemala**, where there were no actively functioning community-based child protection mechanisms in the intervention areas at the start of the project. The focus during the first year of implementation has been to support the establishment of these. As a step towards this, several awareness raising workshops were conducted, which led to identification of community members who could serve as members in the child protection committees. A study was also conducted to develop a training manual for the members covering key issues like children's rights, issues affecting children in the community, reporting procedures, and the functions of duty bearers to support the training of child protection actors.

In **Mozambique**, the programme has worked to establish and reactivate 46 Community Child Protection Committees, as these are crucial front liners who supports local case management and community mobilisation efforts. There has been a focus on the identification and referral of cases related to child marriage and teenage pregnancies. A total of 758 community child protection committee members (F: 622) were trained, including 46 teachers who are patrons for the child clubs. The strengthening of community child protection committees will contribute to better functioning referral pathways for welfare and GBV cases.

In **Myanmar**, SC is working on establishing a system where the different levels of the child protection system are strengthened, including the coordination between the township level government staff and child rights committee and the community level social workers. SC organized a sensitisation workshop with 529 (F: 193) township level government officials, Members of Parliaments and civil society and community-based partners, targeting seven townships in the Magway region. In addition, the Township Child Rights Committee was supported to organise community level awareness sessions on child protection. Some of the issues highlighted were child trafficking, unsafe-migration, and child sexual abuse cases, due to the high number of these cases reported to the police in respective townships. A total of 30 awareness raising sessions were organized, reaching 1 616 (F: 1 080) community members in the seven townships. Further,

10 The country offices have contextualised the tools based on guidelines that a community child protection mechanisms needs to meet at least five criteria concerning: regular meetings held; implementation of agreed action points; community mobilisation; working relationship or coordination with case workers and/ or service providers, and identification and referral of CP cases to be considered "active".

11 Lebanon captured this data as part of the education programming, as Lebanon is not working on Issue 2.

192 community social workers (F:106) were identified and trained on case management. An additional five-day training was conducted for SC staff and partner's on Steps to Protect. As a follow-up to the training, partners started to collect information on social service providers that will be used to update information on service provider mapping and referral pathways that are gender sensitive and inclusive. Disabled People's Organisations will be included in the service provider mapping.

SCN is phasing out of **Ethiopia**, **Zimbabwe**, **Cambodia** and **Nicaragua** during this five-year programme. To ensure sustainable change beyond the phase-out, a focus across the four countries have been to strengthen the child protection systems at national, subnational and local level. In **Ethiopia**, SC built on the results from the previous framework agreement by continuously working to strengthen the capacity and performance of the child protection structures, including working to increase awareness in communities and involve children in child protection activities. Through this work, 50 community-based child protection structures (school-based child-led groups, community-based organisations, woreda/ kebele level Child Protection Committees) have been supported. As a result, 320 children (G:147) at risk of and survivors of violence got referrals to specialized services, such as medical and other psychosocial support through the coordination mechanisms. Furthermore, the country office in Ethiopia has been providing technical support and capacity building to the Ministry of Women, Children and Youth and the Bureau of Women, Children and Youth in Amhara region, to build knowledge and capacity on the Alternative Childcare and Child Wellbeing Database System to strengthen data tracking and reporting mechanisms. As a result of this work, programme woredas in the Amhara region are now entering and updating data on a regular basis into the National Child Wellbeing Database system per national standards after years of efforts. When utilized, the system enables access to quality data according to 76 pre-defined indicators, that provides insight about the status of children's wellbeing. The system allows the Ministry of Women, Children and Youth and local

authorities to extract lessons learnt and enables evidence-based planning, implementation, follow-up and decision-making. The data will be used in protection work, so that the most vulnerable and marginalized children, including children with disabilities, are better protected from harm.

SC **Zimbabwe** has been working to ensure the establishment of a robust, multi-sectoral children's online safety system. Through advocacy efforts and technical engagement, the programme has contributed to the development of a National Road Map on child online protection. This led to the establishment of the Zimbabwe Child Online Protection Committee (ZICOP), under the Ministry of Information, Communication and Technology for which SC hosts the secretariat for together with the Zimbabwe Republic Police (ZRP) and UNICEF as chair and co-chair respectively. The ZICOP committee identified enforcement of child online protection policy as a key advocacy priority for 2020. Moreover, the programme has been working closely with the ZRP to strengthen their capacity to handle child online protection cases. Through the joint technical working group with ZRP and Interpol, toolkits for awareness raising activities in schools and communities have been developed. Outreach plans has been agreed upon and ZRP has been given guidance on investigations and prosecution, leading to the development of Standard Investigation Procedures for online abuse cases. In collaboration with ZRP, awareness raising, mentoring and coaching of children and teachers reached a total of 22 068 learners from 35 schools, with 345 teachers and 301 parents in Harare.

A weakness in the national child protection system in **Nicaragua** is the lack of access to psychological care as an integrated part of the case management process. To address this gap, SC has worked to include this service into the case management process, which is considered critical in cases related to violence. Based on this, a referral pathway was established with the Esperanza Monge Psychological Specialized Clinic and in total 15 cases were referred in 2019, achieving the target of 15 referrals. This work will be further scaled up next year.

ISSUE 3: CHILDREN'S RIGHTS ARE IMPLEMENTED

2019 marked the 30th anniversary of the adoption of the UN Convention on the Rights of the Child (UN CRC). It was celebrated in many corners of the world as changes in laws, policies, institutions and practice on how societies have viewed and treated children in the past three decades, have had a positive impact on the lives of millions of children. There is recognition, however, that many of the rights guaranteed in the UN CRC remain unfulfilled. SC together with other CSOs have organized events¹² to commemorate the occasion and called on governments in many countries to renew their commitments and fulfil their legal obligations under the UN CRC. The Child Rights Governance program of SC continues to advocate for stronger institutions and systems upon which children's rights can be sustainably implemented and realized.

For countries which were part of the previous Norad framework agreement, the activities implemented in 2019 were built on past achievements and results. Work continued in strengthening civil society organisations including children's groups, engaging in international and domestic child rights monitoring and reporting, budget advocacy, supporting national human rights institutions for children, advocacy for the adoption of child rights legislation and policies, expanding and strengthening child centred social accountability mechanisms and strengthening government institutions enabling them to better fulfil children's rights.

This chapter gives an overview of the key results and achievements under each of the following outcomes:

1. Strengthened civil society including children mobilized to implement children's rights
2. Improved accountability of government and other duty bearers of their obligation to monitor and implement children's rights
3. Strengthened government institutions implement children's rights

Outcome 1

- **Strengthened civil society including children mobilized to implement children's rights**

3.1.1

- **Proportion of civil society partner capacity enhancement milestones met**

The Child Rights Governance program focused on continuing to give support to civil society organisations (CSOs) to strengthen their organisational, internal governance and technical capacities. The long-term aim of enhancing and developing their capacities is to enable them to be self-sufficient when the Leaving No Child Behind programme ends, thus making the programs sustainable.

In 2019, SCN entered into five-year framework agreements with 77 civil society partners. In the same year, capacity assessments were conducted, and specific milestones were agreed with the respective partners. The aim is that at least 50% of the agreed milestones will be achieved during the midterm and 75% by end line. In the first year, around 106 milestones were identified and agreed by partners to be achieved. However, due to delayed signing of the agreement and late disbursement of funds less than half of the milestones were accomplished. The milestones were grouped into four categories: **Organisational capacity**: governance and leadership, human resource management, system and controls, organisational culture and child safeguarding; **Program capacity**: thematic capacities, program management and reporting, MEAL, advocacy and campaigning; **Financial capacity**: planning and budgeting, basic accounting systems, financial reporting, internal controls, award management; **Supply chain capacity**: procurement and supply chain management.

In **Niger**, the recruitment of a partnership officer in Zinder allowed SC to facilitate the implementation of activities and signing of a partnership agreement with the umbrella organisation for people with disabilities, (for more examples see the Inclusion of children with disabilities and Partner and civil society chapters).

CSO Networks and Alliances

SC has been instrumental in forming child rights centred CSO networks, alliances and coalitions as well as strengthening existing ones. It is through unified and strong coalitions that SC has successfully advocated for the implementation of child rights as provided for in the UN CRC. An alliance of 13 CSOs was established in Lebanon with the aim to advocate for the implementation of children's rights in Palestinian refugee camps in **Lebanon**. In **Nicaragua**, national networks and coalitions have been actively involved in developing and conducting civil society capacity strengthening programmes in collaboration with SC. SC **Mozambique** facilitated coordination

12 See the advocacy chapter under cross cutting issues for examples

meetings amongst the three child rights coalitions, (Rede da Criança, Rede Contra Abuso de Menores, and Fórum da Sociedade Civil para os Direitos da Criança), and other CSOs to discuss the joint agenda for the UNCRC 30th anniversary celebrations, joint child rights advocacy actions, and challenges faced by national CSO organisations addressing child rights advocacy in emergency response. With support from SC **Nepal**, CSO networks were established in five municipalities, three at district level and one in Karnali state. This is the first ever network that has 20-member organisations engaged from seven Districts of Karnali State. The network members were trained on child rights, child rights reporting and the role of civil society networks to monitor and defend child rights; and involved in the consultation of Universal Periodic Review (UPR) III cycle reporting. In **Uganda**, SC formed a coalition for child focused NGOs in the Gulu region, as well as CSO coalitions in each of the three districts in Karamoja. The coalitions aim to organise joint campaigns on issues of teenage pregnancy and child marriage, as well as follow up of governments commitments on investment for children. The CSO coalition of Kotido in Karamoja successfully advocated for the inclusion of the CSOs in the District Coordination Committee of Justice, Law and Order Sector (JLOS). The CSO coalition in Gulu has enabled SC and other agencies to easily refer cases for better management within the members and leveraging costs through shared budget support for district support. The coalition has a rotational leadership, and SC was given the opportunity to lead for the first two years (2019-2020).

Strengthening CSOs

Malawi continued to strengthen the capacity of partners, both at the district and national level. In 2019, it provided training on public investment in children (PiC) to 20 CSOs and 4 INGOs, including program partners in Mwanza, Neno, Mzimba and members of the NGO Coalition on Child Rights (NGO CCR). NGO CCR is expected to lead budget advocacy initiatives for more and better public spending on children at the national level, whilst the Association of Progressive Women (APW), the Community Action for Sustainable Development (CASDO) and SoL, with support from NGO-CCR, focus on budget advocacy at the district level. With support from SC, 9 programme partners (8 CSOs and 1 government entity) developed a draft Advocacy and Social Behaviour Change Communication Plan. Similarly, in **Nicaragua**,

SC contributed to the strengthening of capacities of members of networks¹³ on issues such as child rights and business principles, the rights of children with disability, gender, promotion of human rights and child participation. SC **South Sudan** trained CSO partners¹⁴ on child rights, child rights programming, UN Convention on the Rights of the Child, Child Act, child participation, child rights monitoring, resource mobilisation, lobbying and advocacy. It also facilitated linkages between two of its partners with the Africa Child Policy Forum (ACPF), a regional CSO advocacy group working on child rights issues in Africa.

As part of the actions implemented to strengthen civil society, SC **Colombia** did a partnership mapping exercise and identified 18 civil society organisations as potential key actors to participate in the monitoring, promotion and advocacy for children's rights. These organisations generally work with families and not directly with children and adolescents. Project staff assessed the level of influence that they have in each of the territories where they are located, as well as their interest in promoting children's rights. Out of these 18 organisations five were selected as partners and will receive training on issues agreed between the organisations and SC.

As **Cambodia** is a phase-out country, it is important to note that it continued to strengthen the institutional and project implementation capacities, such as internal financial controls, effective financial management practices and fundraising; improved capacity to deliver quality programming for children, and development of a clear organisational strategy plan of its partners¹⁵. This will help ensure that the initiatives and projects currently supported will continue beyond the Leaving No Child Behind programme.

Children's Groups / Child Parliaments

As a child rights organisation, participation of children in societal processes and in decisions that affect their lives is pivotal in all SC programmes. It is imperative that children are given space and platforms where they can exercise their agency and advocate for their rights. SC **Nepal** facilitated the formation and reformation of 277 school level child clubs (100 newly formed), 4 Palika level child clubs and 44 ward level child clubs where 5 451 children (G:2 926) are engaged to protect and promote child rights at the community and school level. The school level child clubs are represented in the decision-making processes of the School Management Committee, Health Facility Operation and Management Committee

- 13 World Movement for Children, Movement of the Power of Girls, Child Participation Board, Nicaraguan Union for Corporate Social Responsibility (uniRSE), Central American Learning Circle on Rights of Children and Local Development.
- 14 Child Rights Foundation, Action for Children's Development Foundation (ACDF), TOCH South Sudan, The Organisation for Children Harmony, Smile Again Africa Development Organisation (SAADO), Disabled Agency for Rehabilitation and Development (DARD) and Humanitarian Aid for Change and Transformation (HACT).
- 15 Kampuchean Action for Primary Education (KAPE), Buddhism for Social Development Action (BSDA), Phnom Srey Organisation for Development (PSOD), Child Rights Coalition (CRC)-Cambodia and Cambodian Children and Youth Movement for Children's Rights (CCYMC).

(HFMC)¹⁶, Ward level Child Protection Committee (WCPC) and local level planning process. Bal Kachahari (a dialogue between children and palika) a child led initiative remained one of the best interventions which not only held the Palika accountable to children but also empowered children to influence the decision-making processes. In Kalikot twenty events of Bal Kachahari were organized in 2019, which resulted in an anti-child marriage campaign across all wards. In **Myanmar**, 30 children's groups were formed in six townships¹⁷ through partners bringing the total of children's groups supported in 2019 to 40, as 10 children's groups already existed. Also, with support from SC Myanmar, the national children's summit (a national level platform) was created by the Child Rights Working Group (NCRWG) with UNICEF and the Department of Social Welfare, during the UN CRC 30th Anniversary Day.

SC continued to support and strengthen child parliaments in **Mozambique**, 12 members of the Standing Committee of the Provincial Children's Parliament were trained in children's rights, participation, planning and budgeting, advocacy and reporting. At the end of the session, they made a commitment to continue holding decision-makers at the provincial and district levels accountable, and an action plan was developed. Three planning sessions of the Child Parliament at central level took place resulting in draft plans and prepared the Young MPs of Maputo Child Parliament to participate in the national session. In **Malawi**, the concept of Child Parliaments was introduced in the previous Norad Framework Agreement in Mwanza and Neno, and was scaled up to Mzimba South in 2019. It continued to provide both girls and boys, including vulnerable children, the rare opportunity and platform to voice their views and opinions on critical issues affecting their lives. During 2019, 3 sessions were conducted in Mwanza, Neno and Mzimba South. Surprisingly, the first session of the child parliament in Mzimba South, was attended by high level officials from the district council. The Child Parliaments has also seen the participation of the Minister of Gender, Children, Disability and Social Welfare and other high-level officials from the Ministry, officials from Parliamentary Committee on Social and Community Affairs, showing that the Government of Malawi has embraced the concept of child parliaments. Most significantly, the Government of Malawi made a pledge during the CRC commemoration to scale up child parliaments to all the 28 districts of Malawi. It is also encouraging to note that the Government of Malawi has accepted the call to develop National Child Participation Guidelines, which will formalise the establishment of child

parliaments. Following the resolutions made during the child parliament sessions, it is encouraging to note that 25% of the Child Parliament resolutions were implemented (18% for Mwanza; 22% for Neno; 36% for Mzimba South). In Mzimba, the District Council through its Social Welfare Office has embarked on an ongoing campaign to sensitise communities on harmful traditional practices that exacerbates child marriages.

With support from SC **Nicaragua**, the Movimiento Infantil Luis Alfonso Velasquez Flores (MILAVF) organized 32 children's interest groups and conversation circles in which 326 girls and 297 boys participated in El Tuma-La Dalia. One of the purposes of these groups is to influence the municipal agenda to ensure adequate public investment in children and implementation of the SDGs in their municipalities. Children's capacities in child rights, culture of peace and public investment were strengthened. An agenda based on their own needs and priorities was developed and presented to the municipal government, who committed to follow-up on the children's recommendations. In addition, 60 girls and boys from 2 communities participated in the process of discussing and making recommendations on the situational status on 5 specific rights: Education, Health, Protection, Participation and Recreation. The children identified the need for safer, child-friendly spaces, and in response, the municipal government pledged to create a park for children in the La Mora community.

Outcome 2

→ Improved accountability of government and other duty bearers of their obligation to monitor and implement children's rights

3.2.1

→ Proportion of supplementary reports prepared and submitted to international bodies that are child-led/informed

The implementation of the rights of children in the UNCRC is the primary responsibility of governments and it has the obligation to report to international human rights mechanisms about its progress in fulfilling those rights. As has been accepted practice through the years, civil society organisations have also been complementing state reports with supplementary reports for comparative reference as well as filling in gaps in information provided by states. The CRG program of SC has been supporting supplementary reporting by CSOs (mostly CSO coalitions/

16 The Health Facility Operation and Management Committee (HFMC) is one of the local level structures that promote public participation in the primary health care concerns at ward level. The child clubs are asked to join the meetings of HFMC to discuss health related issues and services in the locality.

17 Pauk, Myaing, Loikaw, Hpruso, Bawlkhe and Magway.

networks) for almost 30 years. With Norad's support, SC and partners have facilitated and supported the development of child-informed supplementary reports, and enabled children to develop and submit their own reports to the UN Committee on the Rights of the Child and the African Committee of Experts on the Rights of the Child. Moreover, CSOs and children are supported to advocate for the implementation of recommendations from the monitoring bodies.

CSO Supplementary Reports

In 2019, 1 child-led (**Cambodia**) and 2 child-informed CSO supplementary reports (**Somalia** and **Cambodia**) were submitted to the UN Committee on the Rights of the Child.

The **Somalia** government submitted its initial State Party Report and the first CSO alternative report was submitted to the UN Committee on the Rights of the Child in Geneva. The report was accepted and CSOs were invited to and participated in the pre-session in 2020. The CSO supplementary report was prepared through broad consultation and extensive analysis of secondary sources. Twenty five children (G:12), (out of school children, child club members, children from pastoralist communities, children subjected to child labour, children with disabilities, girls, children from IDP families, orphan children, children working and/or living in the street, children from minority groups, separated children) were consulted and 31 CSOs members (F:11) were involved in the process.

With support from SC **Cambodia**, CSO and children's supplementary reports on the implementation of the CRC were submitted to the UN Committee on the Rights of the Child in July 2019. Three representatives from CSOs and four from children and youth-led network were supported to attend the 84th pre-session of the Committee in Geneva. A consultation workshop was conducted with 41 CRC-Cambodia's members (F:18) and 25 children and youth led networks (G:15) to disseminate the UPR recommendations, develop joint advocacy for monitoring the implementation and build their capacity on the UPR process and mechanisms. SC worked closely with CRC-Cambodia, Office of High Commissioner for Human Rights (OHCHR), UPR Info, Cambodian Centre for Human Rights (CCHR) and other CSOs to advocate for the implementation of the UPR recommendations (3rd cycle of the UPR) to the government and monitor the progress of their implementation.

After receiving training from SC **Zimbabwe** on data collection, The Child Rights Coalition in Zimbabwe drafted a CSO supplementary report for submission to the African Committee of Experts on the Rights and Welfare of the Child.

Monitoring and reporting children's rights is a cycle and does not end with the submission of CSO supplementary reports to the various human rights monitoring bodies. It is crucial to inform the public

of the recommendations issued by the monitoring bodies and advocate for the recommendations to be implemented at national level, and monitor the progress of implementation. In **Lebanon**, for example, they developed child friendly versions of the CRC Committee's 2017 Concluding Observations to be disseminated to children and caregivers. To follow up the CRC and African Charter on the Rights and Welfare of the Child (ACRWC) Concluding Observations, SC **Malawi** engaged the relevant Government ministries and CSOs to develop the 'Joint Implementation Framework'.

In collaboration with the SC Regional Programme Unit for East and Southern Africa, SC **Zimbabwe** organised and facilitated a successful follow-up mission for AU Committee of Experts. SC hosted a two-hour bilateral discussion with the Committee members, together with Plan International and Zimbabwe National Council for the Welfare of Children (ZNCWC). Attention was drawn to key child rights concerns such as the delay in adoption of the Child Rights Policy, harmonisation of laws that fulfil child rights and limited budgetary allocation to enable fulfilment of children's rights. Lack of coordination of child rights within and amongst government Ministries was raised, together with the delayed finalisation of the joint (government and CSO) national plan of action.

The UN Universal Periodic Review (UPR) is another important reporting mechanism and advocacy platform for raising children's rights issues, and SC has supported CSOs to develop and send UPR submissions to the UN Human Rights Council. Children from different child clubs in **Nicaragua** were involved in writing the UPR submission by the Coalition of NGO's working with children and adolescents (CODENI) in 2018. With support from SC Nicaragua, CODENI made a statement during the 33rd pre-session (third cycle) of the UPR in Geneva in May 2019. Lobbying and advocacy meetings were also held with 8 Permanent Missions in Geneva urging them to support child rights recommendations.

Child Centred Social Accountability

In order to facilitate dialogues between duty-bearers and rights-holders, the CRG program has supported partners in establishing child-centred social accountability (CCSA) mechanisms and strengthening existing ones, some of which were established during the previous framework period. Through CCSA platforms, community members including children are afforded the opportunity to assess the quality of services (particularly education, health, protection) provided by government as well as discuss pressing social and economic issues. In **Ethiopia**, children in the child-led structures, child focused social accountability groups, and CSOs raised more than 15 child rights and protection issues, 11 of which were addressed by local government. SC **Niger** facilitated the establishment of 10 CCSA platforms, while in **Malawi** 16

new Community Social Accountability Committees (CSACs) were formed adding to the 3 already existing. Children in **Palestine** hosted and led accountability sessions with government officials including the Minister of Social Development, the Attorney General, the Deputy Minister of Education, where they addressed rights violations against Palestinian children. The previous Minister of Education made changes in 2019 based on recommendations by children, with regards to school bags, homework, rehabilitation of latrines at schools, and violence between teachers and students.

Child Rights and Business

Uganda, Mozambique, and Malawi have included advocacy with the private sector in their CRG program. While Mozambique plans to commence work with the private sector from 2020 onwards, Malawi and Uganda were able to initiate this work in 2019. SC **Malawi** engaged with 17 people (F:6) from the Employers Consultative Association of Malawi (ECAM), to promote the Child Rights and Business Principles (CRBP) in their respective workplace, marketplace and community. Exploring the possibility of identifying strategic areas of partnership and support on CRBP, getting private sector to adopt CRBP and to integrate children's rights into their respective statements, policies and codes of conduct. **Uganda** conducted a scoping exercise to understand the nature of mining activities in Karamoja, which showed that there are alarming child rights violations at the mining sites. This will be used to inform the project's work on CRBP.

Outcome 3

► Strengthened government institutions implement children's rights

3.3.3

► Properly resourced government children's strategy or implementation plan (including national plan of action, children's act or follow-up on UNCRC recommendations)

The CRG program recognizes that the implementation of children's rights requires robust public institutions that have both the capacity and the competence to fulfil their obligations under the UNCRC. Also, it is imperative to have laws and policies that will serve as a framework for the progressive realisation of children's rights in line with the provisions of the UNCRC and other relevant human rights treaties. In this regard, the program continued to advocate for legal and policy reforms as well as the strengthening of government capacities.

Laws and Policies

One of the achievements of **Ethiopia** in the previous framework agreement was the adoption of the National Children Policy. In 2019, the Government followed up by developing a monitoring checklist to track progress in the implementation of the policy across sector ministries and bureaus. To translate the national child policy into actions, the Ministry of Women, Children and Youth has prepared a 10 years' strategic plan on children's rights and protection issues, SC provided hands-on technical support and actively engaged in the development. In **Myanmar**, the successful advocacy by the NCRWG resulted in the adoption of the new Child Rights Law passed on the 23rd of July 2019. Major positive changes included the definition of a child as a person below 18 years old and not 16 as the previous law, prohibition of physical and humiliating punishment against children, setting the age of criminal responsibility at 10 years old instead of 7, setting the minimum age of marriage for boys and girls at 18, issuance of birth registration for all new born, and expanding the definition of negligence to include negligence of a child's education. In **South Sudan**, SC provided the National Ministry of Gender, Child and Social Welfare with technical and financial support to host a two-day workshop for the review and updating of the National Plan of Action for Children (NAP). The new NAP for Children has been finalized and is awaiting the endorsement by the Minister of Gender, Child and Social Welfare. SC South Sudan also translated and distributed the simplified South Sudan Child Act into local dialects easily understood by communities. SC **Nepal** provided support to the National Child Rights Council (NCRC) in drafting the Children's Regulation in line with the Children's Act adopted in 2018. Furthermore, a workshop was organized in Nepal in December 2019 to familiarise local level stakeholders about the National Strategy for Reaching the Unreached (2016-2030) and develop a costed implementation plan. With support from SC **Colombia** a 'Pact for Children' was developed based on the needs and ideas for each municipality that the children brought forward. The Pact which was signed by elected Municipal Mayors and the Governor of Norte de Santander in November, commits the officials to develop public policies for the protection, prevention and development of children within a framework of national policy guidelines.

Public Investment in Children

SC continued to advocate for increased allocation and more efficient use of public resources for children. As part of SC Cambodia's efforts to make its budget advocacy work sustainable, it facilitated for partner Child Rights Coalition Cambodia (CRC-Cambodia to be a member of the Budget Working Group (BWG) so that it can strongly advocate with government for



PHOTO: NOUR WAHID / SAVE THE CHILDREN

increased investment in children. As a result of BWG's advocacy, the early childhood education budget was increased from 0.3% in 2017¹⁸ to 0.5% in 2019, education budget for primary education was increased from 3.6% in 2017 to 4.4% in 2019. In Guatemala, SC and the Central American Fiscal Studies Institute (ICEFI), a strategic partner and specialist in public financing, established the Observatory for Public Investment in Children. The Observatory provides information on the allocation and financial execution of government program's fulfilment of children's rights, including information on bilingual and intercultural education and children with disabilities, and is also being used by decision makers to monitor public expenditure in children and adolescents.

SC **Nepal** and SC **Guatemala** have included in their CRG programs pilot projects on Domestic Resource Mobilisation through Taxes (DRMT). So far SC Guatemala's partner ICEFI have scoped for strategic alliances with relevant actors to jointly influence the increase in tax collection, and prepared proposals on how to improve fundraising revenues to finance public spending including children's programs.

In **Palestine**, SC partnered with Al-Marsad, a research NGO working on taxation and financial systems, which previously didn't focus on child rights. In partnership with SC the NGO submitted a study, "150 Years of Education Tax: From the Ottoman Empire to the Palestinian State", to the Ministry of Education and the Association of Palestinian Local

¹⁸ Last known budget numbers from MoE are from 2017

Authorities. A campaign was launched to raise awareness on the concept of Education Tax, its importance and history in Palestine, and working to amend the education tax system in accordance with a resolution of the Education Act of 2017. The study has been used as a base for discussion on Education Tax amendments, both on the local and national level. The campaign managed to get the Minister of Education to agree on a dialogue with the Association of Palestinian Local Authorities and the rest of civil society institutions to reach an agreement on the education tax system.

In **Uganda**, engagements on public investment in children were done at the local and national level. The project, through the partner Uganda Debt Network (UDN) trained 112 local government officials and political heads from five districts (Gulu, Nwoya, Moroto, Nabilatuk and Napak). Among others, the training led to all districts agreeing on a revenue enhancement plan. Additionally, engagement meetings were held with district officials; in Nwoya district the officials committed to working with the project to increase resources for children. In the Moroto district, the project trained CSOs and child rights activists. CREDO have now started to monitor budget performance in relation to children and are preparing and presenting these reports to local government officials for advocacy. At the national level, an analysis of the 2019 budget allocations to child centric sectors was shared with the National Child Protection working group, as well as with 47 stakeholders from Ministry of Gender, CSOs and other development partners. The project also provided training on budget advocacy to these stakeholders, as well as to 20 members of the Uganda Parliament. All the MPs trained made commitments to ensure that they fully scrutinize national budgets before their approval to ensure that they promote children's rights. As a way forward, SC Uganda and the Parliamentary Forum for Children agreed to develop a child checklist for budget compliance for children's issues to help MPs when debating the budget. A budget guide was also prepared for MPs on budget analysis and distributed to all MPs to guide them during their assessment of national budgets. UDN also conducted a review and analysis of the 2019/20 national budget and found that despite the increase in the absolute amounts of money allocated to child centric sectors, the share of funds allocated to key programs such as Universal Primary Education (UPE) and Early childhood development among others, continued to reduce.

Strengthening Local Government

In support of decentralisation, SC **Guatemala** worked with the Municipality of Nebaj. As a result of SCs support and advocacy, the Municipal Office of Children and Adolescents was created which will be responsible for the development and follow-up of the Municipal Policy for the Integral Protection of Chil-

dren and Adolescents. This office also has the mandate to promote the participation of children in public decision-making processes.

National Human Rights Institutions

SC continued to support the strengthening of National Human Rights Institutions (NHRIs) for children in Palestine, Myanmar, Mozambique, Malawi and Zimbabwe. In **Palestine**, SC supported the establishment of a child rights surveillance and complaints mechanism at the Independent Commission for Human Rights (ICHR), in addition to a child friendly online mechanism. This allows children, including children with disabilities, parents, families or anyone to file a complaint concerning poor services or violations by the government with reference to the law, or in accessing services. With support from SC **Myanmar**, the NCRWG and the Myanmar National Human Rights Commission (MNHRC) have developed a joint plan on training and awareness raising on human rights including child rights at the community level. Upon the recommendation by the NCRWG, the MNHRC agreed to establish a child rights section, and started collaborating with CSOs in addressing child rights violations, promotion of public awareness on human rights and child rights. The Malawi Human Rights Commission with support from SC **Malawi** investigated 36 cases (G:9) of child rights violations in the period under review. SC **Zimbabwe** continued to provide technical and financial support to the Zimbabwe Human Rights Commission Thematic Working Group specifically in holding its meeting to deliberate on the work of the Commission on children's rights and put forth recommendations on how to improve its programming and reporting on children's issues.

Strengthening Data, Statistics and Analytical Study on Children

SC **Nepal** supported Children as Zones of Peace (CZOP) to engage and lobby with the officials of Central Bureau of Statistics (CBS) and National Planning Commission to incorporate a children related questionnaire in the upcoming National Census 2021. Possible questions have been drafted, consulted and submitted to CBS. Likewise, SC **Palestine** in cooperation with the Palestinian Central Bureau of Statistics (PCBS) conducted an Analytical Study on the reality of Palestinian children's lives in the occupied Palestinian territory. The study was conducted through Al Marsad and was based on the data available at the PCBS. The draft report was completed in late December 2019.

CROSS CUTTING ISSUES

Inclusion of children with disabilities

Reaching children with disabilities and being able to measure to what extent they have benefited from our programs, have been one of our focus areas during 2019. Previously, disaggregation by disability was collected using a binary question. The Washington Group questions have just been developed in response to the challenge of measuring disability and bypassing stigma. The results from the baseline in 2019 shows clearly the importance of disaggregating data by disability. Based on the data from all countries where children with disabilities (CwD) were assessed, CwDs are worst off compared to their peer students without disabilities. This knowledge is critical in order to adapt and set up our programs in ways that do not result in further exclusion and marginalisation. Based on the literacy assessments, 24% (G:29%, B:18%) of CwDs meet the acceptable reading and writing level, while the result among their peers without disabilities was 30% (G: 34%, B:26%). Another example is the indicator related to physical punishment by teacher, 56% (G:49%, B:62%) of CwDs reported being physically punished by their teachers, while children without disabilities reported 43% (G:39%, B:47%). Despite these substantial examples, feedback from the country offices and implementing partners during the baseline collection made it clear that there is a capacity gap on collection and analysis of the WGQs. To mitigate this, SCN will conduct capacity building trainings for SC staff and partners at country level in 2020.

Access to education

For CwD to access their rights to education it is essential that the teachers are supported and trained. In **Myanmar**, 599 (F: 465) teachers and head teachers from 177 schools in six townships were trained on the concepts of inclusive education, inclusive values, inclusive teachers, and the teaching practices and strategies, such as learner centred approach, universal design for learning (UDL), and classroom management that promote the learning of all children, including CwD. The training evaluation revealed that teachers and head-teachers' attitude on children with disability changed, and they learned techniques and strategies to include children with disability in their classroom. An assessment of the total number of target students in 180 schools in Kayah and Magway region identified 137 (F:55) CwDs. These students are

among the children that will benefit from the project going forward. Awareness raising was provided by the campaign School Important, reaching 11 676 adults (F: 8 312) and 581 children (G: 308) from 180 communities, and the campaign Inclusive Education with messaging on CwDs' right to education, reaching 9 488 adults (F:6 488) and 696 children (G: 395) from 178 communities got awareness raising activities on Inclusive Education.

In **Palestine**, the project collaborated with the Ministry of Social Development (MoSD) and the Ministry of Education (MOE), and supported the establishment of four sensory rooms¹⁹ in four public schools in the West Bank and provided 74 assistive devices and 11 laptops to CwDs. The fact that the sensory rooms are also used by students without disabilities, has contributed to a more inclusive school environment, as well as breaking down prejudices and stigma towards children with disabilities among their peers. It is thought that the establishment of the sensory rooms increased the number of children with disabilities attending school. Feedback from the parents and teachers has also been very positive. The assistive devices included laptops with speech programs for visually impaired students, information and communications technology programs and devices that improves the motor skills of children with physical impairments. SC also supported the Ministry of Education in transforming the Palestinian curriculum into Braille for students with visual disabilities from grade one to twelve.

In **Nicaragua**, SCs partner Los Pipitos, an association of parents with children with intellectual disabilities, have developed and implemented a methodology called La Familia Educa that identifies, assesses and provides awareness raising and counselling to families with children with disabilities. A mapping of children with disabilities and their families was done in eight locations, selecting target families to support. 66 facilitators (F:53) were trained on the methodology, covering topics such as child development and learning and disability inclusion. One of the programs sustainability strategies is to link up with and collaborate with universities and academic institutions in order to transfer lessons learnt from the program.

Physical accessibility is a major barrier to education for many CwDs throughout the countries. Long walking distances, lack of physical accessibility in school buildings and lack of transportation are often excluding factors in the lives of children with disabilities. Organising more locally based can ensure more

¹⁹ A sensory room is a room that stimulates children with sensory and intellectual impairments through sound, light and colours in a way that enhances their learning.

inclusive project activities going forward. In **Niger**, long walking distances to school was identified as one of the barriers for children with disabilities and their access to education. One of the school busses that provided transportation to CwDs had constant break downs, which lead to CwDs not reaching school. In cooperation with the Nigerien DPO umbrella organisation Fédération National de Personnes Handicapées du Niger (FNPH), SC supported repairs for the bus, which allowed additional 26 students with disabilities (G:18) to resume their education.

Child protection

In **Cambodia**, the program has increased its focus on the inclusion of vulnerable children and children with disabilities by ensuring that they have the opportunities to access available social services provided by Community Social Workers and other referral services, and by including a focus on training and application of positive parenting with parents of children with disabilities. The program has continued to collaborate with local disability organisations²⁰ to ensure access to available referral services for CwD.

In **Nepal**, 336 (F:108) rural municipality officials (Palika) were trained on child rights, child protection, national policy provision and their role to protect and promote child rights. They were further facilitated to map out the existing policies and procedures to address the issues of children in their local communities. Based on the mapping, all rural municipalities plan to amend relevant policies and procedures, which will ultimately contribute in the protection and fulfilment of children's rights.

Participation

Meaningful participation is a central principle in the program and in line with article 4.3 in the Convention on the Rights of People with Disabilities (CRPD). Children with disabilities have been encouraged to become involved and actively participate in various children's clubs across the program countries.

In **Palestine**, five children with various disabilities, among them hearing impairments, mild intellectual disability and physical disability, have been elected for the child council at the district level. Their representation in these groups have posed as strong and significant role models for CwDs and can also contribute to changing the perceptions of CwDs among children without disabilities. In **South Sudan**, two children with disabilities were supported to participate in a local radio show with an estimated reach of 15 000 listeners, where they raised awareness about children's rights issues in general and the rights of children with disabilities specifically. In **Nepal**, the project raised awareness on child rights and gender equality in general and specifically on the Nepalese

Disability Act of 2017 and its provisions on the rights of children with disabilities, to 413 local level officials (F:146). As a direct result of the awareness raising, four local level officials endorsed the disability identification and disability card distribution procedure, which is a government social security scheme which enable persons with disability to receive disability allowance. In total, 254 children with disabilities and their families received disability allowances as a result of the lobby efforts towards municipality authorities. The project also supported an analysis of the provincial budget, directed towards children in Karnali province in cooperation with local civil society organisations. The analysis showed that there were clear gaps and that Dalit girls and children with disabilities were left out. These critical findings were shared as a main point at the Bal Kachahari, a forum where children are enabled to express themselves towards adults and representatives from the local government, schools, parents and local committees. The findings were also used in child led advocacy, such as child clubs' networks and other civil society organisations.

SC **Somalia** financially supported and jointly organized an advocacy event gathering more than 100 participants, together with Puntland Disability Organisation Network (PDON) and Ministry of Women Development and Family Affairs (MoWDAFA) on the international day of persons with disabilities, December 3rd, in Puntland. Through the project, SC Somalia financially supported the Ministry of Women and Human Rights at the federal level to conduct a national rapid assessment on the status, gaps and prevalence of CwD in Somalia. The results from the assessment will inform future programme interventions. Importantly, after years of advocacy from civil society, the Somali government ratified the CRPD on August 6th, which constitutes a pivotal opportunity for the project and its advocacy work going forward. Following the ratification, the Somalia government is in the process of developing a disability policy, for which the programme is planning to provide financial support.

Collaborations with DPOs

Partnerships and collaboration with Disabled Persons Organisations (DPOs) are central to Save the Children's disability inclusion approach. It builds on the notion that persons with disabilities are the "de facto" experts on living with disabilities and must be involved and consulted in order to develop good disability inclusion programs. DPO partnerships and the slogan "Nothing about us without us" will be the basis of our interventions across all countries. SC have seen that partnership with DPOs have not been established to the extent that was anticipated as the capacity on disability inclusion at country offices is still limited.

20 Veterans International Cambodia, Cambodia Development Mission Disabilities and Community Based Disability Rehabilitation Network

In 2019, half of the 12 non phase-out countries had signed agreements with DPOs, in 2020 SC will focus on establishing increased collaboration and partnership with DPOs at national and local level.

In **Niger**, SC has been partnering with FNPH which is the national DPO umbrella organisation in the country. FNPH has among others provided capacity building to SC Niger in 2019. SC Somalia has worked closely with the Somali DPO Puntland Disability Organisation Network (PDON) and provided training on School Needs Assessment Package (SNAP) for 4 members from PDON and supported their awareness raising activities in Puntland. PDON was involved and consulted during the translation of the Washington Group Child Functioning Module (CFM) and the Washington Group Short Set questions into Somali. SC Somalia also provided training on child rights, child safeguarding and case management to 10 members (F:3) from other DPOs in Somalia. In **Nepal**, there is a long tradition of partnering with DPOs, at the national, provincial and local level. In Karnali state, SC Nepal build capacity of 42 people representing 17 DPOs (F: 21) on issues such as organisational leadership skills, national policy and advocacy, and identification of children with disabilities. In **Cambodia**, CwD were identified as particularly vulnerable after a Hazard, Vulnerability and Capacity Assessment (HVCA) was conducted as part of the school emergency preparedness and response plan. As a result, the project conducted a drill and reflection on how children's council members and teachers could better address the needs of children with disabilities before, during, and after an emergency. This has led to more awareness among both project staff, children in schools and their teachers. Through a national consultation workshop on the National Strategic Action Plan, SC Cambodia supported and advocated the National Committee for Disaster Management to include inclusion as one of the priority actions for the development of a new national Disaster Risk Reduction (DRR) action plan for 2019-23.

Gender

In SCs commitment to reach the most deprived and marginalized children, work on gender equality has been prioritized. This is a critical part of our child rights approach, and a way to ensure our programming and advocacy includes all children and addresses discrimination and barriers faced by girls and boys in their communities. This is reflected in our internal policies and the ambition in our action plan that by 2030 all of our programming would be gender transformative, aiming to address the root causes of gender inequality.

The commitment to gender equality is also reflected in SCNs work within the Leaving No Child Behind programme, with both mainstreamed pro-

motion of gender equality and specifically focused programming to address gender inequalities. Sex-disaggregated data is an essential foundation for both, and all countries have disaggregated for sex in their reporting. The country offices have also included gender analysis in their assessments of child rights. For example, in the guidebook for the disaster management staff of the Ministry of Education, Youth and Sports, Cambodia has included specific questions to be used after natural disasters to assess if there are any differences in the reasons why girls and boys are not attending school or temporary learning spaces; and Colombia has analysed the literacy and numeracy assessments with a gender lens, using the understanding of the gap in how girls and boys learn to inform their education programming.

All country offices also consistently report that gender parity was mainstreamed throughout programming. One example is SCs work to support girls to manage their menstruation, because it's known to us that challenges with managing menstruation can lead to girls' absence from schools and even drop out. As a phase-out country, **Ethiopia** focused on ensuring sustainability of the menstrual hygiene management intervention training woreda education officials and school management on the importance and how-to's of menstrual hygiene management. In **Uganda**, together with the partner WoMena and through donations from the Norwegian company CleanCup, SC have piloted work with menstrual cups. In two schools in Gulu, 90 girls and one of their family members (mother/sister/aunt) received the menstrual cup. The uptake is promising, and our staff has collected anecdotal evidence that school attendance and wellbeing of girls has improved. Thus, the menstrual cup pilot will be rolled out in more schools in Uganda, with the target depending on the number of donated cups. In Uganda, the project has also implemented activities to support teenage mothers to re-enrol in school, through creating mother care groups which support with the care of children while the mothers are in school. **Somalia** is one example where gender equality has been mainstreamed into the education intervention. Ten more female teachers were included among those who received monthly incentives in 2019, increasing the percentage of women who are on payroll from 16% to 20%. At the same time, they continued advocacy with the Ministry of Education to recruit more women as teachers, especially in school management positions. The approach of role models to promote and strengthen gender equality has been used outside of schools too. In **Niger**, the project has involved girls who performed well at school to raise awareness in their communities about girls' education; in **South Sudan**, successful women from civil society, public and private sector engaged with girls and boys to promote the importance of education; and in **Zimbabwe** former girl councillors were invited as speakers in child led clubs to inspire other girls to take on leadership positions in the school clubs and commu-

nity structures. Mainstreaming of gender and issues of gender equality has also featured high in the capacity development done with partners in various countries, including partners from civil society, such as in **Guatemala**, **Malawi**, and **Cambodia**, partners from governments, such as in **Nicaragua** where Ministry of Family staff were trained on positive masculinities, and also in capacity development of children's groups, such as in **South Sudan**. Moreover, in **Palestine** gender audits were conducted for all partners and gender action plans were drafted, while in one partner organisation SC also supported the establishment and strengthening of a Gender Unit. In **Colombia**, strengthening of capacities on gender is done in close cooperation with a women's networks.

Programs in all countries also placed emphasis on equal representation of girls and boys, and women and men in all activities. In the work on influencing positive parenting in countries such as **Myanmar**, **Cambodia**, **Palestine** and **South Sudan** have paid specific attention to include both parents. For example, in **Palestine**, in addition to involving fathers in trainings on positive parenting, the project organized a national reading campaign targeting fathers "Daddy read to me." This work has not been without challenges. While **Lebanon** has encouraged both mothers and fathers to participate in parent's group meetings, raising awareness on positive parenting and child rights. Due to the traditional caregiving roles of mothers, the response among fathers has not been as strong. The team is committed to increasing the outreach to and targeting of fathers, and the plan is to roll out a positive parenting program targeting specifically men.

Traditional gender roles have been a recurring challenge in other countries as well, and the programs continue exploring approaches to overcome this. In **Cambodia**, where school management committee members are mainly men, the project has instituted classroom level committees as a platform for women and men caregivers to engage with teachers and schools. This direct dialogue between parents and teachers has allowed both parents to support teachers in an environment where most decisions are made by men in the family. In **Myanmar**, the baseline confirmed that many PTAs tend to split their duties per traditional gender roles, with women members usually greeting guests, cooking and cleaning. In 2020, the project will target PTAs for gender transformative programming including leveraging good practices from PTAs where responsibilities are shared in a more equitable manner. In **Malawi**, it was noticed that women were often quiet in group discussions meant to raise awareness on children's rights, so the project is conducting sex segregated group discussions to allow women to express their opinions more freely.

Additionally, countries have implemented programs that aim to change the root causes of gender ine-

quality. **Somalia** rolled out a 10-week program in 8 schools, which promotes gender equity and challenges restrictive gender norms. The 120 children (G:59) who participated in the program and the involved adults agreed to re-distribute household chores between girls and boys more equally. Several countries, such as **Niger**, **Nepal**, **Malawi**, **Mozambique** and **Uganda** are implementing programs to tackle child marriage and teenage pregnancy. Importantly, in **Mozambique** this included successful advocacy to change the country's legislation, which was accomplished with the passing of the child marriage act in July 2019. While in **Nepal**, the project organized meeting with religious leaders to raise awareness about child marriage which ended with the religious leaders in each ward of Kalikot committing to not conducting child marriage. (Reporting under Thematic Issue 2 has more information on this work.)

In several conflict related contexts, the project has also contributed towards actualising commitments on Women, Peace and Security stemming from the UN Security Council Resolution 1325, and on the Agenda for Youth, Peace and Security stemming from the UN Security Council Resolution 2250. For example, in **Palestine**, our partner in Gaza is disaggregating all the documentation of violations on the basis of sex. Also, the process of collecting data for reporting on the Optional Protocol to the CRC on the Involvement of Children in Armed Conflict is already under way and both girls and boys are involved in this. In **South Sudan**, in addition to emphasising equal representation of girls and boys in child clubs, the clubs were also involved in peacebuilding processes at school level, including by focusing on conflict resolution peacebuilding as regular discussion topics. The program in **Colombia** closely considers and responds to the different impact armed conflict and armed groups have on boys, who are usually recruited in armed groups and for intelligence work, and girls, who are usually forced by armed groups to carry out domestic work and are sexually assaulted. The project also creates space for adolescent girls and women to participate in children's and adolescents' committees, victims' committees and territorial social policy committees, and work to protect and safeguard girls and other women, (read more in the Colombia country chapter).

The environment and vulnerability to climate change

2019 has been an important year for climate and the environment in SCN. The year was used to start setting up systems and milestones for systematic and targeted work, in order to secure the right to a healthy environment for children. During the first

half of 2019, SCN developed and endorsed an Action Plan on Climate and the Environment for 2019-2021²¹ SCN are assessing the organisation's ecological footprint and getting certified as an Environmental Light House²² by the end of 2020. SCN is revising the travel policy and have set up an engaged staff environmental group with initiatives on the greening of SCN. SCN has become a key driver for making climate and the environment a priority for the SC movement, and is leading a taskforce on the Climate Crisis in the movement, championed by SCN's Secretary General Birgitte Lange.

Globally, Save the Children International adopted an Environmental Sustainability and Climate Change Policy in 2019, and will use 2020 to implement this. SCN is supporting this work and are pushing to make the policy movement-wide to include all members. SCI used 2019 to prepare the ground to set up a system for assessing and reporting transparently on the CO2 emission of our operations, and SCN has set aside a budget for 2020 to supporting testing the system with a pilot country office. Further, sustainable procurement has been included into our procurement manual and SC is engaging with reduction of packaging in humanitarian response, collaborating with UN Environmental Group and Global Logistics Cluster. SC's Regional Office for East and Southern Africa has started a number of initiatives in the office such as banned plastic bottles, a stricter travel policy, new IT solutions to reduce volume of data shared, reduced printing aiming to be 100% paperless, staff and catering services to use reusable wrapping. An example from a country office is Nepal that is consciously using less plastic and starting to use solar panels instead of generators for electricity.

It is important that programming is climate resilient, SCN is taking part in movement wide work to strengthen tools to improve the sensitivity of our programmes to climate change, and plan to test these tools on the Norad programme in 2020. In 2019 SC **Colombia** developed guidelines for how to ensure that their programmes properly integrate climate change. Through Safe Schools programming, schools are including mitigation and preparedness measures to climate induced hazards such as drought, flooding, landslides and cyclones to their school improvement plans. In **Mozambique** teachers and DRR clubs were supported to organize annual classroom-based drills and simulations for common disasters including demonstrations on how to use the first aid kits and fire extinguishers. In **Cambodia**, when updating the School Emergency Response plans, SC focused on identifying children with disabilities to ensure these children can safely evacuate during the emergency.

Knowledge is key to increase resilience and a central part of our Safe Schools programming. In **Somalia** 156 girls and 1 290 boys (CWD: 15 girls, 18 boys) in child clubs from 17 supported schools were trained on DRR by SC and implementing partners.

A crucial part to enable participation is giving children the information they need to make meaning of the participation. SCN invested in a pilot project on environmental education in **Myanmar** in 10 Norad supported schools and with scale-up planned for an additional 120 Norad supported schools in 2020, together with an innovating partnership with the World Wide Fund for Nature (WWF), the Ministry of Education (MoE) and the Ministry of Natural Resources and Environmental Conservation (MoN-REC). The project introduces environmental education through extracurricular Environment Action Clubs. Children are empowered to assess their own community's environmental needs, develop action plans to address the needs, and implement activities.

In **Mozambique** SC is working with environmental School Clubs to improve the skills on natural resource management in schools and in the local communities, for example through tree planting. Tree planting was also done in schools in **Uganda**, **Ethiopia** and **Nepal**. In **Nicaragua** SC supported teachers with materials and knowledge to address environmental care such as treatment of garbage and solid waste. Cleaning up of school grounds and surroundings have been done in **Nepal**, **Somalia** and **Uganda**, and in **Lebanon**, children and the partner PWHO chose the garbage problem in the camp as their research topic. In **Uganda** SC also involved community in the encouragement of healthy waste disposal.

Finally, SC worked towards established systems, as in **Niger** where child clubs work towards reducing risks and are in close contact with the community-based disaster risk reduction entity (SCAP/RU) on their Early Warning Early Action work. In **Cambodia**, the program elaborated the humanitarian charter grounded on the humanitarian principles and the right to life with dignity for the affected people from disaster or conflict. This was conducted through the children and youth consultation process for disaster and climate crisis sessions, including an orientation on humanitarian response to implementing partners under the Norad.

Advocacy

In the Leaving No Child Behind programme, advocacy with duty-bearers and decision-makers is integrated into all issues, in all countries, at local and national levels. The advocacy objectives are aligned with and

21 Generate knowledge and advocate for child rights and climate, Strengthen climate focus in international programmes, Reduce SCN's ecological footprint.

22 <https://www.miljofyrtarn.no/>



PHOTO: HANNE BJUGSTAD / SAVE THE CHILDREN

support the programmatic outcome objectives of the Leaving No Child Behind programme as well as the other cross cutting issues. The aim of the advocacy effort is to achieve changes in laws, policies, budgets, and norms at local, national and international levels for the most marginalized children. This is essential to ensure long-term, sustainable outcomes for children going beyond the reach of the programmes, while holding duty-bearers to account for their obligation to respect, protect and promote child rights.

SC's advocacy initiatives connect the global, the national and the local levels, and is conducted through the 'Every Last Child' (ELC) global campaign, which

mobilises the entire movement, our partners and children and youth across the globe. The advocacy efforts conducted under the Leaving No Child Behind programme are part of, and contribute to strengthening, the ELC campaign. The global campaign objectives for the coming years include ensuring quality learning opportunities for refugee children, ending child marriage and protecting children in conflict.

SC works to strengthen the capacity of child groups, child-led organisations, civil society organisations and INGO's to advocate for change, and engage in coalitions and networks with the above to achieve shared advocacy goals. SC also work with deci-

sion-makers through partnerships, capacity-building, leading and participating in working groups, conducting research, drafting laws and policies, coordinating processes and providing technical and financial support to relevant stakeholders. Our advocacy efforts include the organisation of campaigns, events, community dialogues and awareness-raising programmes.

In 2019, all Norad countries have strengthened their commitment to prioritising advocacy, allocating on average, 11,7% of the budget per country to influence decisionmakers and institutional change at local and national level. Being the first year of the agreement, the advocacy efforts in 2019 have mainly consisted of conducting assessments, establishing baselines and identifying partners. However, in building on advocacy efforts under the previous Norad framework, some country offices have achieved notable results in 2019.

In 2019, many advocacy efforts have been focused around ending child marriage. An example from **Ethiopia** illustrates the various methods employed by SC to achieve a significant victory in this area. In August 2019, the government launched the National Road Map to End Child Marriage and FGM. In the widely broadcasted launch event, attended by children, the government and UN agencies, the Head of State H.E Sahlework Zewdie, iterated the government's commitment to ending child marriage and FGM in the coming five years. SC pushed for this result through several different channels. As one of the active members of the National Alliance to End Child Marriage and FGM, SC provided significant technical and financial support to the state in the development and dissemination of the road map. SC has also used national and international arenas to campaign with children against child marriage and FGM. For example, at the celebration of 'the International Day of the Girl Child', 'World Children Day', and UNCRC@30 anniversary, hundreds of children have demanded action from the government, accountability for perpetrators of child marriage and FGM, and media attention on the issue. SC also produced a documentary report titled "Empowering children to advocate for their own rights: A report on local initiatives to end child marriage in Goncha Siso Enessie Wereda of East GojjamZone, in Amhara Region", and supported child parliamentarians in monitoring and reporting cases of child marriage and engaging in campaigning against child marriage in their respective districts, reaching government officials, parents and other community members.

2019 was also the year of the 30-year celebration on the Child Rights Convention, and most of the countries used this opportunity to advocate with the government to increase government commitment to ensuring the rights of the child. Examples include **Niger**, where SC organized events where children could ask questions to decision-makers, and the Prime Minister signed a document committing the government to improve the implementation of children's rights with substantial budgets. In **South Sudan**,

children attended a state level children's conference to raise issues such as inadequate textbooks and poor hygiene and sanitation in the schools. In response, the Government committed to address some of the issues. In **Myanmar**, UNCRC events were celebrated at different levels (25 village level event, 4 township level event, and 1 regional level event) with the support of SC and partners, attended by 328 children and 272 adults. The regional government committed to support child participation at different levels. In **Mozambique**, SC and partners organised a celebration in Maputo attended by 160 adults and 40 children, including representatives from the government and UN organisations, discussing CRC state and civil society reporting and outcomes and findings of child rights related research projects. In **Nicaragua**, SC launched a study on the "Contribution of Save the Children to the implementation of the Convention on the Rights of the Child in Nicaragua", outlining the contributions of SC to the approval of laws, regulations and policies.

Partnership and Civil Society

As stated in the five-year application, a strengthened civil society is an overarching goal for SC and is part of the specific thematic area of Child Rights.

During this first year of the agreement the focus has been on establishing new and building upon existing partnerships. In 2019 SC signed agreements with 77 civil society partners. Given the agreement's focus on reaching the most marginalised children, seven agreements were signed with disabled people's organisations and/or with organisations working for people with disabilities in seven countries.

During 2019 capacity strengthening assessments were conducted with almost all civil society partners. Once the assessments were completed SC and partners developed plans to be monitored for the remainder of the period. The milestones in each plan can be categorised as organisational capacity, programme capacity, financial capacity and supply chain capacity. This is included in the Results Framework under outcome 3.1 on Child Rights as indicator 3.1.1 (for more information see the chapter on CRG)

Some examples of capacity strengthening activities undertaken with civil society partners include:

In **Lebanon**, SC provided a 6-day training for 12 partners' staff on participatory action research (PAR) in collaboration with the Issam Fares Institute. The training enables partners' staff to be able to train children on PAR and to facilitate children's participation in all stages of PAR. In **South Sudan**, after capacity assessments were completed participants from both SC's strategic partner The Child Rights Foundation and implementing partners namely ACDF, TOCH, SAADO, DARD and HACT were trained in child rights. Furthermore, two partners were supported to

link with a regional CSO advocacy group called the Africa Child Policy Forum (ACPF) which works on child rights issues in Africa. In **Guatemala** CIPRO-DENI and other SC partners participated in a workshop on understanding Public Investment in Children as well as other general elements of fiscal policy with the aim being to build capacities of Guatemalan CSOs to advocate for children's rights.

The capacity strengthening assessments done with partners in **Nepal** identified a need to provide support related to planning for advocacy. CSOs were supported to undertake gap analysis of Palika level policies jointly by Palika representatives and project team. As a result of the findings from the gap analysis draft education, child marriage reduction and child poverty reduction policies were prepared along with implementation plans.

SC also works in partnership with governments. Collaboration with governmental institutions (national and local) is crucial to make sure that projects and initiatives are aligned with national plans, and for investments made by SC and partners to be sustainable. During 2019 SC signed 18 Memorandums of Understandings with government partners at national and local level.

Although building capacity of civil society and collaborating with government are two cornerstones of SC's work, we also believe in the importance of bringing the two together in order to ensure that children's rights are fulfilled.

In **Myanmar**, a total of ten joint field visits were conducted by partner and Government department officials in Magway, Pauk, Pakokku and Myaing. During the joint field visits, government officials met with children and community members and explained available services such as social, health, education services. In **Malawi**, a total of nine programme partners (8 CSOs and 1 government entity) developed a draft Advocacy and Social Behaviour Change Communication plan.

At application stage, SC stated that we would introduce a feedback process based on the Keystone Accountability and Constituent Voice methodology whereby partners could anonymously provide feedback on their partnership with SC. This was to be a key part of the accountability system. Unfortunately, this has been delayed for 2020/2021.

Child Participation

The child's right to be heard and to influence decisions and actions that affect their lives is embedded in article 12 in the Convention of the Rights of the Child (CRC), as well as one of the four general principles of the convention. As a child rights organisation, child

participation is guiding both the development and implementation of all SC's programs. SC also advocates for strengthening participatory structures and policies at local, national, and international levels.

Children in all situations thrive and develop when they participate actively in their own lives. To facilitate child participation, SC must ensure that children have the opportunity to express their views and influence decision-making on issues that concern them. For SC, child participation is a way of working and an essential principle that cuts across sectors, situations and arenas where children are a part.

Facilitating and advocating for children's participation, strengthens the quality, relevance and sustainability of SC's programs. It also contributes to strengthening civil society in which the children are a part and improves SC ability to influence and achieve real changes. Children's own expressions and experiences is a source of knowledge in which SC's interventions are built on.

Following the principles of safe, inclusive and voluntary child participation, SC aims to mainstream child participation in all programmes in the Leaving No Child Behind programme, and in all phases of the project cycle; designing, planning, implementation, monitoring, and evaluation. In line with the learnings from the 2018 review of child participation in SCNs programmes²³, SCN adjusted the reporting on child participation to better capture the quality and the sustainability of the approaches and interventions. SC now reports on the extent to which our interventions succeed in including all children, in particular children with disabilities and marginalised groups, and how the children themselves experience their participation and levels of influence.

When reporting on the key results in child participation, SC can distinguish between the activities and projects that are specifically participatory interventions, such as child clubs, child parliaments, and child led advocacy, and how SC ensure that child participation is mainstreamed throughout.

When it comes to participatory interventions, all countries in the Leaving No Child Behind programme work to facilitate for and strengthen children's participation in decision making processes that concerns them such as school councils, community boards, and regional and national fora. Working with and building capacity of children and youth are in many countries part of the interventions under children's rights, and in several countries, this is part of our broader work on social accountability. For SC it is of great importance that such participation contributes to strengthen the children's own capacities, and that their contributions are listened to and acted upon by duty bearers. (Child participation as part of child rights interventions is elaborated in more detail under issue 3).

As a part of child rights mainstreaming, children's

23 https://resourcecentre.savethechildren.net/node/13975/pdf/child_participation_review_-_main_report.pdf

right to express themselves and to influence all situations in which they are a part, is reflected in all SC's programmes and activities. SC strives to continuously incorporate children's knowledge into our projects and materials across sectors. The examples below from country programmes are selected to illustrate the diversity of how children participate and influence our work, in all parts of the project cycle; designing, planning, implementing, evaluating and monitoring.

In **Cambodia**, children and youth have received trainings in DRR and the climate crisis, and as a result prepared a statement directed towards policy makers and the government, which will be presented in the Asia Pacific Ministerial Conference on DRR (APMCDRR) in June 2020 in Brisbane. Furthermore, the knowledge and the products prepared by children and youth, enabled SC to join the 'Red Alert', which is the Asia-Pacific Climate and Environmental Crisis Advocacy and Campaign. Across all countries, children's knowledge is very valuable for understanding the implications of climate change, how it relates to children's rights and wellbeing, and what to do about it.

In several countries, child clubs are actively engaged in understanding and acting upon challenges related to their rights and wellbeing, particularly in engaging in safe and inclusive school environments. In **Somalia**, children participating in child clubs conducted workshops where they mapped out what they conceive as hazards, risks and disasters at school and within their communities, and analysed how this affects their well-being and participation in schools. The main risks that were identified included drought, fire outbreaks, garbage, flooding, explosions, and terror attacks. These maps and the information emerging from the workshop, were then used to develop action plans at the schools to mitigate those risks.

In **Malawi**, 60 children (G:30) from all four districts have provided their knowledge and experiences in the development of a community dialogue guide on early marriage and teen pregnancy. The children emphasised the importance of the following topics and perspectives: early pregnancies, school dropout, humiliating punishment from teachers, domestic violence, and alcohol and drug abuse (the guide will be finalized in 2020).

In addition to ensuring that SC mainstream child participation in programmes, SC also aims at strengthening internal mechanisms and structures to ensure that we are accountable to children. SC **Palestine** consulted with a Child Board, so children could influence programme design, strategic plans and senior management team's decisions. In **Colombia**, children were invited at the beginning of the project in Catatumbo, to take part in designing and

naming of the project ('Catatumbo loves education'), as well as the formation of awareness campaigns and events, (read more in the Colombia country chapter).

SC works to ensure that such participatory processes are done in ways that are safe, voluntary and inclusive for all the participants and that staff and partners are trained to comply with SC principles and requirements for child participation and influence.

Education technology

In 2018, SCN's senior management team took the decision to invest in and better understand how technology can impact our education programmes. Education Technology, often referred to as EdTech has often been surrounded by excitement but lacks evidence and programmatic rigor, especially in the development and humanitarian sector. In Leaving No Child Behind programme, Education Technology is a component of our innovation work.

Education Technology represents a complex and dynamic union of sectors that continues to grow and develop. Such complexity requires evaluation to fully comprehend the impacts and risks the integration of technology into education programming presents. It is often seen that organisations that engage in this space put technology before the education²⁴, and often this is to children's detriment²⁵. SC believe that our Child Rights perspective is one that the education technology space currently lacks and our collective experience promoting a holistic approach to education can improve the quality of engagement with education technology.

To achieve such an ambition and to improve the quality of the engagement with education technology in SC's programming we have chosen to use a twin-track approach.

Track 1: Development of Education Technology Model

In the proposal SCN stated that the 'first key milestone is an internal landscape review that will inform our strategic position over the coming years' (p275), which is now completed. During the process SCN put a hold on new education technology enabled programmes to ensure that SCN engaged from an informed position. The education technology team in SCN worked to operationalize this strategic position related to education technology. This process involved consultation with the Nordic education technology community, implementation teams in SCI country offices, other member organisations with SCI, academics working in the learning sciences in both Nor-

24 Wolf, M, et al (2014) Global Literacy and Socially Excluded Peoples, in Proceedings of the pontification academy of social sciences (pp.1-19). Vatican

25 Warschauer, M. Ames, M (2010) Can one Laptop per child save the World's Poor? Journal of International Affairs, 64(1), 33-51.

way and abroad, and bilateral organisations such as the World Bank.

Taking a position on education technology does not mean SCN have to actively incorporate a broad range of technologies into all levels of our education programming, on the contrary it should focus our engagement, increase the quality of such work and crucially support teams to say no when we believe such an opportunity is not optimal for the children, and education systems we are working with.

It became apparent quite early on in the process that too much attention had previously been given to the technological aspect of education technology and not enough on the change management processes such work necessitates within education programmes, and systems when incorporating new and existing technologies into their practice, and this remains education technology, as a collation of sectors, greatest challenge.

To begin with the education technology team have worked to split education technology into three distinct 'sectors' in an attempt to focus on the educational goal of the use of technology and not the technology itself. These sectors are as follows: Education Technology for Learning, Teacher Professional Development, and Education Information Management. These sectors are interdependent however such demarcation speaks to the programmes, expertise, and experience SC holds. The position goes further to draw attention to three key areas in need of capability development to ensure that technology is holistically integrated into education programmes going forward. These areas are inter-related and can be incorporated into SC's existing frameworks and approaches:

1. Ensuring Quality Education Technology Solutions

What does a quality education technology solution look like?

To enable technology to support our innovation in education SC must better understand how to identify, evaluate, and encourage the development of quality, evidence-led education technology solutions that are appropriate for the humanitarian and development contexts and resource constrained situations SC collectively work in.

2. Configuring Education Technology Integrated Programmes

How does this work with our current programming?

The second area of focus on the task of ensuring how SC effectively embed these solutions into our education programming. SC should encourage teams to view technology tools as just one element in the broader programme. Standalone education technology use will not work, nor provide the level of quality, or sustainably to help SC address the challenges we face in our education programming.

3. Implementing Sustainable and Scalable Education Programmes

How does using digital technologies adapt our approach to scale and exit strategies?

The final area requires that SC better understand how to design for scale from the outset, actively incorporate a Human Centred Design approach to digital programming, incorporating the Principles for Digital Development so that SC best can harness the benefits, and mitigate the risks of getting 'stuck in pilot'.

Following this a set of pragmatic and easy to follow foundations for education technology work at SC were established, these are as follows:

1. SC will not look to build technology solutions; we will repurpose what is already available.
2. SC will work with governments from the outset, we must build effective exit strategies.
3. SC will develop specific processes within existing education processes, whilst developing approaches with new technology.
4. SC will work with existing technology wherever it is possible.
5. Any solution SC work with must have an established evidence-base prior to pilot/engagement.
6. Children's Rights and those of their communities will remain our key priority when using technology in our education work.

As mentioned this way of working and strategic position has been shared and is in the process of consultation and adoption across the 120 programme country SC movement, this will involve the development of simple tools for teams across Save the Children to evaluate quality, operability, and opportunities to scale and sustain such programmes.

In addition to this, SCN has been engaging with the Nordic EdTech clusters, taking part in both Oslo EdTech week, but also an event specifically on EdTech in international development at the Norwegian Ambassador's residence in Helsinki in November 2019, where SCN discussed opportunities and challenges of engaging in the sector. SCN will continue our engagement with solution providers across the Nordic states with a series of learning events throughout 2020, with particular focus on Norwegian organisations to enable greater collaboration and knowledge sharing between international development actors and education technology solution providers over the coming years. The education technology team has also held round table meetings with: the ICT4E team at the World Bank in Washington, the teams at Google UK, Nethope, Telenor, DFID, DIAL, INEE, UNHCR, MIT, UiO, Oslo Met, the University of Nottingham, and presented such work at CIES, UKFIET, and EdTechX. SCN firmly believe a key component of success in this part of Leaving No Child Behind programme is to work collaboratively with partners, solution providers and research bodies across the EdTech sector to

develop digital public goods and spaces for collaboration to guide good practice in international development'

Track 2: Innovation and Learning ‘Test and Invest’

The second track, test and invest, will enable us to continue to learn from pilot projects. Our work over the last two years has been to help teams at SCN and across the SC movement identify context appropriate, process focused technology for use in existing education programmes. In March 2019, SCN’s leadership agreed to take a strategic position to guide our work in this growing area of education programming. These can be summarized in the following points:

- Children’s Rights and those of their communities will remain our key priority when using technology in our education work
- SCN will not look to build technology solutions; we will repurpose what is already available
- SCNs programmes will work with governments from the outset, we must build effective exit strategies
- SCN will develop specific processes within existing education processes, whilst developing approaches with new technology
- SCN will work with existing technology wherever it is possible
- Any solution SCN work with must have an established evidence-base prior to pilot/engagement

Below is a table showing some of the concrete education technology initiatives in SCN education programming. As mentioned above, it has been crucial to identify a strategic way forward and make sure that SCN are building all decisions around use of technology in our education programmes on a solid foundation. SCN have also cooperated with UiO on DHIS2 in Uganda, where technical support was provided and engaged in the dialogue, but where the spending is not covered by SCN. SCN have therefore not spent the amount designated in the budget for testing in 2019, but spending will increase the following years.

Anti-Corruption and Cost-efficiency/effectiveness

Save the Children has a zero-tolerance towards corruption, fraud and bribery, whether it is our own interventions or in connection to any third party we engage with. The organisation works to combat corruption at every level and we continuously work to improve our systems, routines and procedures.

Save the Children operates with a Code of Conduct that covers financial accountability, whistleblowing, fraud, bribery and corruption procedures and routines, signed off by all staff, partners and third parties. There are internal policies in place for whistleblowing as well as well for Fraud, Bribery and Corruption. All matters are handled by dedicated personnel specialised in following up corruption and fraud internally. In addition, SCN has a dedicated Whistleblowing Manager and a Fraud Specialist.

Continuous awareness raising and capacity strengthening both within the organisation as well as towards our partners are important parts of the work undertaken to prevent and combat fraud, corruption and bribery. All SCI’s suppliers and partners are obliged to sign the anti-bribery and anti-corruption policy. The efforts to strengthen partner capacity combined with appropriate control measures allow for earlier detection and avoidance of fraudulent activities. Targeted awareness raising and training of staff in country offices and at partner level are important measures taken to combat specific issues. For example, where there have been many cases identified related to nepotism, targeted awareness raising and training on this is conducted to reduce the risks of this occurring within our programs.

The work on anti-corruption fraud and bribery is supported by internal auditors in SCI that regularly perform field visits and desktop reviews to ensure that routines and policies are upheld in Country Offices. All Country Offices undergo an internal audit visit at least every third year. A more frequent follow up

Award	Countries	Programme details	Action
NORAD	Somalia	Leap Learning Labs	<i>Chose not to scale due to sustainability concerns. Focus shifted to Teacher Professional Development</i>
	oPt ongoing	Antibullying Apps	<i>Country office leading, scaling funding being sought from additional revenue sources.</i>
	Niger	Vigi Schools (attendance monitoring)	<i>Replace with new system, set for pilot in 2020. New system set to be more sustainable, cost effective and context appropriate</i>
DEVCO – BRICE	Niger & DRC	E-Learning to support Teacher Professional Development programming	<i>Norwegian and Myanmar based company Zabai will create modules, SCN will support country offices directly over 2020 with testing and roll out. In Niger, this will also benefit teachers in Norad-funded schools.</i>
IDRC KIX	Uganda	DHIS2 for Education, cooperation with UiO	<i>SCN has a good cooperation with UiO on the DHIS2 for Education work in Uganda. We will support the roll out of DHIS2 for education in two more districts that SCI implement in.</i>

is conducted if weaknesses have been flagged and identified. Improvement suggestions from the Internal audits are followed up by the SC Regional Offices.

Save the Children is also working to raise awareness about fraud, corruption and bribery to beneficiaries in our programmes and projects to ensure accountability to affected populations. To build a culture of transparency and accountability, the country offices work towards raising awareness among all beneficiaries including children, their parents and teachers. The aim is to ensure beneficiaries know what bribery, corruption and fraud is, what support or services they are to receive and how and to whom to raise concerns. The Country Offices will for example include information on their reporting mechanisms in posters and in information to staff, beneficiaries, partners and visitors. Examples of reporting pathways for beneficiaries are complaint boxes at project sites, community reporting mechanisms and phone hotlines that make it easy for people to report suspicions.

In 2019 Save the Children Norway received 13 financial alerts from our international programs. 7 of the 13 cases were related to the Norad funded programme. All 7 cases were reported to Norad in line with the Agreement. At the end of 2019, 3 of the 7 cases were still open (2 of the outstanding 3 were closed in April 2020). Most of the financial irregularity cases SCN receives are of minor character, such as minor thefts and misappropriation of low value. SCN has also experienced few cases of greater range and severity, in such cases, and when necessary, programming is temporarily suspended to avoid further losses. For all cases efforts are made to solve them as fast as possible to avoid increased damage and include learnings from each case to improve our internal routines.

Cost-efficiency/effectiveness

In the Management Response plan to the Norad commissioned Organisational Review (2018), SCN has committed to follow up five points linked to cost-efficiency and cost-effectiveness (recommendation four): (1) participate and co-develop cost efficiency initiatives in SCI (purchase-to-pay, HR systems etc), (2) close monitoring on efficiency targets, (3) Capacity-building of the Award Management function at Country Office level, (4) establish a Global Technical Expertise pool to ensure efficient use of our resources and (5) monitor salary levels at Country levels.

All projects are ongoing, some will need more time before the organisation can utilize their potential. The section below provides a status on a selection of ongoing initiatives.

There has been great progress towards Save the Children's new movement wide purchase management system "Purchase to Pay" going fully live. The new purchase process will be standardized and online. SC have seen significant decrease in administration costs for purchase processes and decreased lead times from order to delivery in the Country Offices that have started using the system. This will contribute towards

improved on time delivery, improved rapid response capacity and increase funding spent on programming with a reduction in costs for purchase management.

Further, SC continued working on the new project management system to more efficiently follow up projects and being able to track valid results over time. This project shall be implemented throughout 2020 and will lower the need for manual work and effort in project management.

The new Human Resource System, which is a joint SCI system that aims to lower administrative work at HR and manage expertise across programs and countries, has had the best progress so far. Many country offices are now online to manage their staff in the country and across the organisation. This gives us the possibility to follow up our experts more systematically and use our technical expertise more strategically across the organisation. SCN will be changing to this HR system as well from the summer of 2020.

Our efficiency targets have been improved from 2018-19 due to an increase in our total programming costs while support costs have been stable from prior years.

It is worth noting that, as we strive to improve our operations and cost efficiency, we can foresee that the loss of purchase power of the Norwegian krona can become a challenge and will have a significant impact on our cost efficiency going forward. As there has been a 10% decrease in the value from 2018 to 2019 and we operate with fixed administration costs, these will represent a relative higher share of the total budget available for the program.



GEOGRAPHICAL PRESENCE

PHOTO: SAMAN SAIDI /
SAVE THE CHILDREN

AFRICA

Malawi

In May 2019 Malawi held tripartite elections (presidential, parliamentary and district). Following disputed results of the presidential poll the country experienced regular protests, some violent, and prolonged legal cases. Thus, there have been delays in the transaction of government business and frequent disruptions to project implementation. In February 2020, the Constitutional Court of Malawi nullified the presidential election results and called for new elections within 150 days. In 2019 there has not been visible impact on the program but there might be some impact in program implementation in 2020 during re-election.

Achievements

507 grade 1-4 teachers (F:268) were trained in inclusive pedagogy using the Student Needs Action Package (SNAP). This has indirectly reached 64 712 early grade children (G:32 294) of which 3 277 were children with disabilities (G:1 331).

Capacity was strengthened on the programme's approach to Teacher Professional Development (TPD) of the District Education Management Officer (DEMO) staff. The orientation promoted uniformity and improved coordination and ownership of TPD activities. Learning camp facilitators and supervisors were trained on facilitation of sessions using SNAP and Essential Package approaches. In total, the programme is supporting 803 learning camps of which 196 are newly established. Monitoring visits show that those trained have started using inclusive approaches in delivery of classroom lessons and camp sessions.

Government systems were strengthened for Inclusive Education by launching the Inclusive Education Technical Working Group (IE TWG). The programme also developed a draft compendium of IE related policy statements; supported MOEST and MOGCDSW to print and disseminate government approved IE tools/policies including the National Inclusive Education Strategy and National Disability Mainstreaming Strategy in four of the six Education Divisions in Malawi to roll them out across the country.

Activities focusing on ending child marriage resulted in 82 reports of child marriage (36 in Neno, 32 in Mzimba South and 14 in Mwanza districts) of which 64 were referred to Police, Social Welfare Office and Courts depending on its nature while 42 cases were concluded. Dialogue sessions about ending child marriage were attended equally by men and women.

Dialogue sessions with local leaders yielded promising results. One Group Village Headman from

Mwanza district managed to withdraw 16 children from marriage between November and December 2019. In Neno district TA Mulauli banned a harmful cultural practice called known as Kutomela where a man or boy offers to marry a girl while still young through her parents.

The concept of mobile courts proved to be effective in enforcing child related laws by accelerating child marriage case closure. Since the court sessions were held in the villages, some communities witnessed child marriage offenders being found guilty and imprisoned for the first time. Through mobile courts, 6 child abuse cases were tried. 5 were concluded and 3 offenders were sentenced to between 10 and 14 years in prison while 2 were acquitted. One case is pending judgement.

In collaboration with relevant ministries and government offices, SC developed the 'Joint Implementation Framework for the implementation of Concluding Observations for both UNCRC and ACRWC'. This framework will be used as an advocacy tool for following up the implementation of Concluding Observations by the Government and other stakeholders.

Through child parliaments, the Government of Malawi was influenced to make a pledge during the 30 years UN CRC Commemoration to scale up Child Parliaments to all 28 districts of Malawi and has accepted the call to develop the National Child Participation Guideline which will formalise the establishment of Child Parliament in Malawi.

The programme contributed to investigation and remedial measures to 36 cases of child rights related violations across the country. 8 perpetrators were arrested and taken to court. If it was not for the intervention of this programme, these children would have otherwise been denied justice.

Challenges

Late signing of the agreement with Norad contributed to a delayed start of activity implementation. The programme developed and implemented an accelerated work plan to implement the 2019 activities. Fluctuation of exchange rate between NOK and USD negatively affected program activities. However, closer follow-up will be done in 2020, and the country office will develop an adaptive plan to deal with exchange rate loss.

Disability inclusion faces several challenges. Activities involving children are mostly conducted at cluster level and in some cases, zonal level. This means that children with disabilities must travel long distances to participate. SC and its partners will work to ensure that future venues are rotated to reduce travel time and ensure accessibility. SC identified need to leverage

the collaboration with MoEST to lobby for deployment of more specialised teachers to the targeted districts.

Staff turnover led to frequent re-scheduling of planned activities and delays. This is mainly related to the resigning of MEAL and Partnership coordinator. These positions are now re-stored.

For further reading

In Mwanza and Neno, Education program leveraged the previous Norad Framework Agreement and its impact. The baseline findings revealed that minimum proficiency levels of children on literacy were higher for children in Neno and Mwanza districts than in Mzimba South. This was partly due to the impact of the previous Norad Framework Agreement.

Following on from the previous Royal Norwegian Embassy funded Inclusive Education in Malawi Project in Mzimba South and Lilongwe Urban districts the program observed that majority of the teachers (73%) visited are still using inclusive pedagogical practices in the delivery of inclusive lessons to accommodate learner diversity.

Mozambique

Climate related shocks such as tropical storms and floods were identified as one of the main risks that may affect the implementation of the Norad program in Mozambique. Indeed, in March and early April 2019, the country was hit by two consecutive strong cyclones, Idai and Kenneth. While Kenneth mostly affected the northern province of Cabo Delgado, Idai mostly hit Sofala and Manica provinces. Manica is where the program is implemented. These events did divert the attention of the country program, and priority was put to save lives and conduct emergency response activities with the affected population. Although, the most affected districts in Manica were Sussundenga, Mossurize, Macate and Gondola, where SC do not have activities under this project, the impact of the response activities demanded increased efforts on the same staff, reducing the capacity to carry on development projects.

Deterioration of the civil security conditions is another risk to the implementation of the project. The country witnessed a resumption of armed hostilities between the hostile parts Government and RENAMO. This has caused disruptions to the implementation of some program activities in Machaze district. The situation caused limited movement along the national road and consequently, the number of supervision visits to this district were reduced. Fortunately, as there is a team based at the district, implementation did not suffer, but the team received less supports from the provincial and national office than planned.

Achievements

75 881 children (G: 35 272) were enrolled in the target schools in 2019. Community radio messages on the importance of children's education were carried out throughout the year to cater for enrolment. The messages emphasis on children who are excluded from the education system (including girls). Community leaders have had a strong mobilisation role and the implementing partners coordinated community actions. Training of 24 civil society platforms and school councils was conducted on the importance of educating children in communities. Other training sessions involving 525 members (F: 25) of 25 School Councils focused on how to identify children with disabilities and refer them to school, including awareness raising on the necessity to bring these children to school.

SC revitalized and trained 61 new school councils with only 42 planned, involving 1 082 members (F: 592). The trainings focused on strategies to promote Literacy and Numeracy Boost activities and the use of reading camps. SC acquired children's books to equip 61 primary school libraries based on specific needs of each school and existing grades. SC also trained 40 Technical Pedagogical from 4 districts Education Departments and 15 Coordinators of ZIPs (Zona de influencia pedagogica – schools cluster) on structured approaches to Teacher Professional Development (TPD) with emphasis on strategies to boost literacy and numeracy, community action focused on the reading camps and management of school and mobile libraries. Teachers were trained both in the identification and in the use of appropriate methodologies (such as braille) and adjusted to the needs of children with disability.

As part of the process to produce a community dialogue guide on early marriage and teen pregnancy, 60 children (G: 50%) were consulted and their inputs will be incorporated in a guide to be finalized in 2020. The guide will focus on the key messages such as what early marriage is, the law that prevents early marriage, consequences of early marriages, supporting children in early marriages, GBV, child protection and participation including case management among others.

Two training sessions were held for Community Child Protection Committees (CCPC) and child clubs to organize 2 community dialogue sessions per community on child marriage and teenage pregnancy in coordination with the District Directorate of Health Women and Social Action. 47 (F: 15) community dialogue facilitators have been trained, and all together 1 680 community members (F: 1 193) participated in the community dialogues. Following these dialogues, some parents who had married off their daughters are demanding them back as well as returning the bride price that was paid to them. Some community members were even approaching CCPC members to seek guidance on whether to pull out their children to whom they forced to marry early and now have children.

In collaboration with the Coalition for the Elimination of Child Marriages CECAP and ROSC²⁶ (strategic partner), SC influenced the approval of the law that criminalizes premature marriages in Mozambique. SC conducted awareness raising after understanding that cultural beliefs and traditional practices were holding members of parliament back from prioritizing this issue. The Child Marriage law passed in July 2019 and the president assented it in October and the rest of the legislative reform package in November.

In August, 6 representatives (F: 3) of CSO partners: Child Help Line, Rede CAME, and Rede da Criança, in a SC supported trip, visited the ongoing Child Protection in emergency response work in Dombe, Sussundenga District in Manica Province and Beira and Dondo District in Sofala Province to learn and increase capacity of their staff on humanitarian responses.

SC facilitated Child Parliament sessions both at national and district level. Regular sessions were held of the District Children's Parliaments attended by 240 children (G: 120); 3 planning sessions at national level in Maputo attended in total by 43 children (G: 24); and the 2nd session of the Permanent Committee of the National Child Parliament was held in Txumene, Maputo Province, attended by 13 Young MPs (G:6), all presidents or vice-presidents of Provincial Child Parliaments (all provinces) and the board of the National Child Parliament. SC trained 24 children (F:12), of which 12 were from the Standing Committee of the Provincial Children's Parliament, on child rights, participation, planning and budgeting; advocacy and reporting.

Challenges

As mentioned, the emergency response and security situation caused major delay in the implementation of the program in 2019. Recruitment became a challenge as the competition for good candidates heightened, because of the emergency response in country. 2019 was also an election year in Mozambique. During the electoral campaign, government officials were unavailable to engage in planned activities. The government decided overnight to increase their travel allowance rate by about 400%, which was not foreseen when the program was designed. However, by the end of the year, SC were able to implement most planned activities. Workplan and budget have been revised and overall it is not expected that these challenges will affect the overall achievement of the main objectives.

For further reading

There were some cost benefits as a result of the emergency response, in the sense that the project managed to achieve 86% of planned activities in a complex context and closed the year with savings in salaries. These savings were resources back into

the 2020 program activities. The flexibility to permit bringing forward these resources was highly appreciated. The SC made some valuable lessons learnt from the emergency response while development activities continued, which will position the country office better in a future response.

Niger

In the Diffa region, activities were implemented amidst security threats from Boko Haram. There were 270 security incidents which left 692 victims, 56% were kidnappings that mainly targeted women and children. Consequently, the local authorities imposed military escorts on all movement of humanitarian actors and imposed strict security guidelines. This led to delays and rescheduling of activities. SC had to communicate with the community actors and teachers by telephone and WhatsApp. Ultimately, the project team, in agreement with the regional education authorities, had to relocate some trainings to the city of Diffa.

As anticipated, there were teacher strikes in 2019, mainly due to delay in teacher salary payment. However, unlike previous years, it lasted less than 2 weeks and caused minor delay in planned activities which could be rescheduled. SC previously received an agreement signed by the local education authorities that the teachers in our implementing schools will not be transferred. Nonetheless, as a result of the strike, some teachers have been identified as leaders of the strikes and have been relocated.

Achievements

During the first year of the program, SC focused on strengthening the capacities of teachers and pedagogical supervisors in order to improve teaching and classroom practices. In total, 486 education staff (F: 309) of which 84 pedagogical advisors (F: 13) were trained. 52 teachers (F: 43) fulfilled the full 4 cycles of Teacher Professional Development (TPD) and demonstrated more self-confidence in teaching, motivation to improve their skills and have created better relationships with their supervisors. 698 teachers and students (F: 455) at the teacher's training college were trained in Special Needs Action Pack methodology, which changed teachers' mind-sets towards children with disabilities and gave them more skills to organize inclusive classes. 263 teachers (F:189) and 84 pedagogical advisors (F: 13) were trained in the Literacy and Numeracy Boost. The trained teachers supported the students using local reading materials and improved the reading environment; while the pedagogical advisors became local thematic technical resources. 67 communities included activities such

as providing housing or plot of land to grow vegetables, in their actions plan to improve teachers' motivation and retain them longer.

In total, 29 031 children (G: 14 848) were enrolled in the 80 targeted schools in 2019 including some of the most vulnerable children; 425 out-of-school children (G: 188) and in Zinder, 280 children (G: 117) with disabilities. Those who are visual or hearing impaired were referred to the specialized schools that SC supports as part of its partnership in the city of Zinder. SC conducted 60 specific awareness raising sessions on inclusive education, through parental education centres and caravans. In partnership with the national DPO umbrella, Fédération Nigérienne des Personnes Handicapées (FNPH), SC has provided 28 accessibility ramps, reasonable accommodation at schools and ensured maintenance of the Braille printer. SC has also distributed 80 learning materials to CwDs and provided school feeding as strategy to keep disabled children in inclusive schools. SC has repaired a school bus to ensure attendance of disabled children in schools as distance has been identified as one of the main reasons for CWD to dropping out of school. The partnership with the FNPH increased SC's understanding of the rights of persons with disabilities and allowed us to refresh the strategy of inclusive education in Niger and set up a strategy for disabled children to access school in Zinder and Diffa.

As a result of community and civil society capacity building, 30 community structures including 15 formal and 15 informal were established to prevent child marriage, and 85 members of community-based organisations (F:46) stated that they believe child marriage is an unacceptable practice. Social dialogue events have resulted in school principals being supportive of implementing of Sexual and Reproductive Health of Adolescents and Youth (SSRAJ²⁷) activities in their schools. 120 health workers (F: 73), including 67 workers (F: 56) specifically trained to support girls and boys and CwD, were trained to improve access to adolescent sexual and reproductive health rights (ASRHR) information and services for girls and boys. A total of 14 587 adolescents and young people (6 877 girls) were reached with information and awareness-raising on the SSRAJ and on child marriage. During community awareness campaigns, children were given the opportunity to attend the meetings and provide feedback on how their rights can be promoted and protected at the community level.

SC conducted capacity building of civil society and community-based structures on advocacy and awareness campaigns. The trained community structures, including children from children's clubs, facilitated social dialogue workshops, participated in the development of the community mobilisation strategy and held engagement meetings with the school leadership

to influence collective action against child marriage and teenage pregnancies.

Thanks to the commitment of CSOs within the Platform towards Ending Child Marriage, coordinated by SC, the government has produced progress on the protection of girls through the adoption of decrees on the protection of girls during schooling and at the community level through the establishment of committees against child marriage. Also, for the first year, SC had the opportunity to join the meeting of the first Ladies on the side-lines of the meeting of heads of state of the African Union held in 2019 in Niamey to strengthen the umbrella organisations of people with disabilities (FNPH and FOAPH) to talk about inclusive education and a rights-based approach to raise awareness of the rights of children and children with disabilities.

Challenges

The ministry of education introduced a new national program called the "Emergency Program" in October that aims to reorganize courses and curriculum for all grades covering mathematics, reading and writing. Consequently, SC, in collaboration with the Education authorities, had to include additional trainings on these subjects within these subjects to support the teachers.

With regards to children with disabilities, the biggest challenge is the inclusion of severely disabled children because the country does not have the required expertise in schools. SC, in collaboration with partner FNPH, is continuously working on adapting the program to respond to the challenges and ensure implementation of the national inclusive education strategy. In addition to its partnership with the FNPH, SC has entered discussions with the National Statistics Institute (INS) and ADRA on planning for a capacity building on the use of the Washington Group Short Questions and on their translation into local languages.

Migration of children is a constant challenge in the region of Zinder. As a result of previous advocacy attempts made by different NGOs (among them SC, IOM and GIZ), the authorities have issued a text criminalizing parents who take their children out of school for temporary migration. However, when parents are jailed the children are often left alone, leading to protection challenges. To mitigate, SC is stepping up its capacity building of the teachers, school management and community-based child protection mechanisms to identify and refer children according to appropriate protection mechanisms and manage the identified cases.

For further reading

In terms of national coordination, SC became education cluster co-lead, and recruited a full-time staff

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member for the co-lead position, which will continue to coordinate the Platform Towards the End of Child Marriage.

Somalia

On 22nd May 2019, an explosion that targeted police check point next to Yasin Osman primary schools in Mogadishu went off causing significant damage to school infrastructure. Fortunately, there were no causalities as the school was closed for a holiday break at the time. The school has been rehabilitated and discussions involving stakeholders continue to find ways of moving the school to a safer location.

Fighting broke out between two neighbouring clans in Abudwak in March 2019 resulting in the death of one school child and injuries of two more in addition to one community education committee member. The Ministry of Education closed all schools in the district for a week but reopened after the situation normalized.

Achievements

A total of 16 674 children (G: 8 069) were enrolled in schools. A new initiative was employed to create mutual understanding and collaboration between Koranic teachers and school management committees, ensuring that all children in the Koranic schools also are enrolled in schools. Through this initiative the enrolment increased, especially among the most marginalized children such as girls, CWD and children from poor households.

To enhance equity and support students from low-income families to access education, the program provided scholastic materials to 5 512 (G: 2 848) learners and need-based scholarships to 400 marginalised students from poor households. Of these 280 (70%) were girls, and 33 (8%) children with disabilities (G: 15).

The programme improved the capacity of 25 (F: 3) regional supervisors to monitor and support school-teachers. This enhanced the supervision support they provide to the teachers which in turn contributed to improving quality of education for children.

SC in partnership with Somali Peace Line (SPL) and Tadamun Social Society (TASS), based on a formative study on Parenting without Violence (PwV), formally rolled out parenting without violence activities in 16 schools to prevent children experiencing physical and humiliating punishment at home. A total of 640 parents and caregivers (F: 589) participated in trainings, and 640 children (G: 314) and 20CWD (G: 8) took part in group sessions.

For the first time in Somalia, a CSO alternative report was submitted to the Child Rights Committee in Geneva with the aim of providing an independent perspective to the status of the implementation of the UNCRC in Somalia. This alternative report supported

by the program was prepared through broad consultation and extensive analysis of secondary sources. The process started in 2018 and was submitted in December 2019. SC also mobilised a CSO delegation to engage with the Committee in Geneva in February 2020 and children's report on the same is under progress.

The programme has since 2018 continued to advocate for ratification of the African Charter on the Rights and Welfare of the Child (ACRWC). During this reporting period, the programme together with Ministry of Women developed a road map for implementation of the Charter which is a significant achievement.

Challenges

The programme dealt with challenges relating to inclusion such as weak capacity of DPOs, lack of teachers trained in special needs, unfriendly school environment, low awareness on the rights of CWD among the children, parents and the community, and challenge of accessing schools due to distance which in turn expose children to risks. Findings also show that few families can afford to buy assistive devices for their children such as wheelchairs or walking canes. The Leave no child behind and the Together for inclusion programme (also funded by Norad) coordinates efforts in Somalia to address the above-mentioned challenges, mainly by providing capacity building, organisational development, and advocacy support to the targeted Disabled Persons' Organisations (DPOs) in Somalia.

South Sudan

South Sudan experienced a prolonged rainy season. Heavy rain and unexpected flooding reduced access in some of the project areas causing implementation delays particularly with contract related activities. The program, however, managed to catch up despite the interruption.

Achievements

A total of 31 701 children (F:12 806) were enrolled, which is a 7% more than the baseline value. This achievement was a result of collaborative effort which included awareness campaigns by six partners in cooperation with local authorities and communities, provision of support for examination fees and dignity kits for girls and interface of boys and girls with female role models on the importance of education. Dignity kits benefited 1 450 adolescent girls.

Out of 1 396 National Examination candidates supported, 25 (F:11) were vulnerable children and 14 girls Accelerated Learning Program (ALP) candidates who once dropped from primary education due to early pregnancy and financial difficulties. 60 teenage mothers were supported with solar lamps for reading

through the school re-entry program. Assessments of children with disabilities were conducted to identify their education needs. The process involved engaging with head teachers, teachers, children with disabilities and their families. 30 children with disabilities (G:10) so far have benefited from support by the program enabling them to gain access to education.

A total of 294 children (G:134) participated in risk mapping exercises, a process which led to development of school risk mitigation plans. Consequently, 76 Disaster Risk Committees to oversee and suggest mitigating measure have been established. State school Safety Guidelines which engaged CWD were developed and endorsed by the Government, implementing partners, teachers and PTAs. At the national level, the need for DRR policies in the country and in the Education, system has been tabled as an advocacy issue.

23 caseworkers and CP officers (F:12) were trained on procedures, principles and processes of case management including orientation of the national vulnerability criteria and its applicability in project locations. A total of 383 vulnerable children (G:177) were identified and supported. Of these, a total of 254 vulnerable children (G:120) were linked to services through referral pathways. To complement these efforts, 32 Community Based Protection Networks (CBPNs) were established and supported providing training on basic child protection concepts such as common types of child abuse, symptoms of abused children, children's rights, referral pathways and child safeguarding policies enabling identification and referral of cases to services.

To respond to the lack of Child Friendly Reporting Mechanisms (CFRM), SC in consultations with 135 children (G:57), families, communities, focal points of Child Protection Help Desks, PTA and School Management Committees (SMC) developed a CFRM.

The programme established 21 school-based Child Protection Help Desks (CPHD) with 40 focal points (F:14), to support identification and referral of vulnerable and at-risk children within the communities for appropriate supports.

The focal points attended training facilitated by SC on their roles and responsibilities, key principles of working with children, communication with children and referral mechanisms. The focal points are teachers selected from the schools. The 21 CPHD centres in both Bor and Rumbek were provided with office furniture comprising of tables, chairs and stationery materials. The CPHD is placed at the centre of child friendly reporting mechanisms in order to ensure community ownership and proximity to children. The help desks are designed to support early identification of children who are abused or at risk of abuse, exploitation, injury, violence and other protection concerns. So far, a total of 16 cases (G:7) were reported through the desks and provided with necessary support. Referring children with protection concerns for appropriate interventions such as; case

management services, family-based care and family tracing and reunification (FTR).

The Republic of South Sudan, with support from SC, prepared and submitted the State report to the UNCRC committee in October 2019. CSO supplementary report and children's own report have been prepared and are due for submission in early 2020. 125 children (G: 38), participated in social accountability processes where marginalized children were accorded opportunities to express their ideas on matters that concern them.

SC provided the National Ministry of Gender, Child and Social Welfare with technical and financial support to host a two-day workshop to review and update the National Plan of Action for Children. The plan is currently in its final stages and SC will continue pushing for finalization and implementation of the plan.

SC partner, Advocates Without Borders, engaged with the South Sudan Supreme Court, in order to follow up on the petition filed in 2018 to secure a minimum age of marriage, and advocated the Judiciary to ensure that there is fair justice system for children who are victims of child marriage and are denied justice due to gaps in the existing laws.

Challenges

Because of the low level of literacy in South Sudan and strong cultural practices, there is currently a slow shift in changing the mind sets and attitudes of communities when it comes to participation of children with disabilities. Moving forward there is need to gather more information on the number of CWDs in communities who are out of school and intensify on awareness campaigns for school reinstatement and retention through the parent groups created between PTAs and parents of children with disabilities.

Uganda

During 2019 cattle rustling in Karamoja caused a lot of insecurity and even death of community members and leaders. It affected implementation in Kotido in two of the community schools. Some activities like support supervision, teacher mentorship and children clubs were halted for the last quarter of the year due to insecurity and fear of staff safety. This delayed the establishment and transitioning of some schools especially in Kotido district.

Originally, SC was allocated 40 schools in Karamoja by the districts but towards the end of the year the district leadership of Nakapiripirit dropped one school where the community was not responsive to the programme due to land conflicts. Therefore, the total number of schools in 2019 is 91 schools. SC will together with the district has resolved to identify another school and from 2020 SC will be in 40 schools in Karamoja as originally planned.

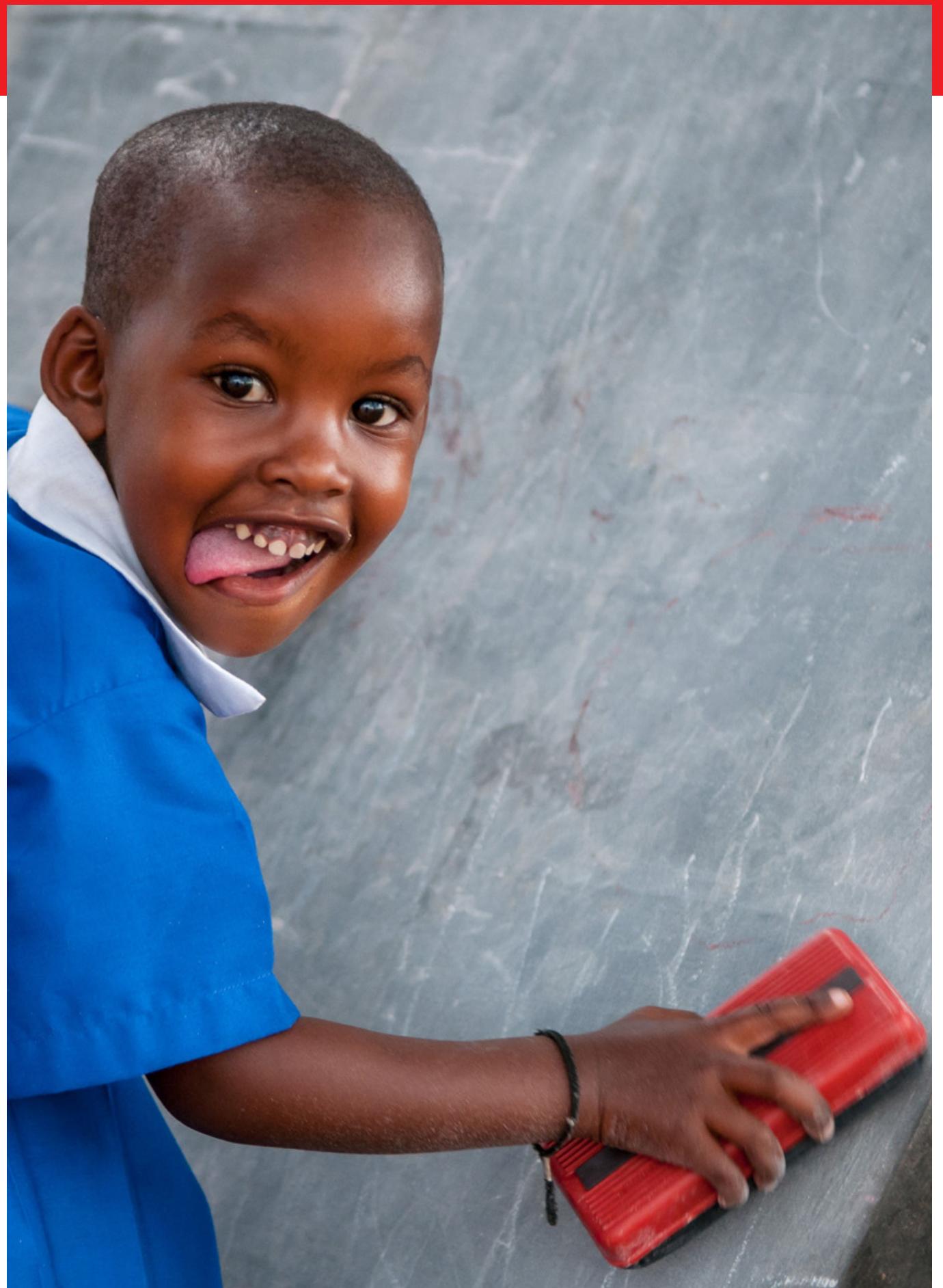


PHOTO: ANDREW PACUTHO / SAVE THE CHILDREN

Achievements.

The programme has focused on teacher training, establishing and strengthening of reading clubs as well as providing reading materials including Newspaper in Education (NiE). To improve low teacher capacity, the programme trained 96 teachers (F: 29) in Karamoja on formal thematic curriculum. 127 teachers in the North (F:74) and 40 teachers (F:14) in Karamoja were trained in Special Needs Action Pack (SNAP). 1 250 (G: 645) pupils with learning difficulties were identified in all Norad intervention schools through SNAP tools. The programme has enrolled 80 teachers in Karamoja community schools in a two-year training were teachers will receive formal certification, and 11 teacher certificates in partnership with Kyambogo University and Moroto Core Primary Teachers.

The programme has rolled out Literacy boost and Numeracy Boost in the North and Karamoja to improve the learning outcomes. 135 lower primary teachers (F:68) were trained in both regions. SC supported schools with learning and reading materials for students and teaching materials for teachers. To supplement this, SC in partnership with New Vision has continued to provide News Papers in Education (NiE) to all 91 primary schools. This has enabled teachers to integrate the use of newspapers in teaching and also enabled pupils to have materials to read. It has also given opportunity to children to have their views and ideas published and shared with others for learning. To further ensure that learning continues even outside school, the programme supported the formation of 22 community reading clubs across the regions.

SC worked to ensure that violence against girls and boys is not tolerated through the rollout of Parenting without Violence (PwV) and SC child protection programming. 132 representatives from community CP structures (F: 58) and 404 district level officers (F: 103) have participated in capacity strengthening activities including Child Protection Committees, councillors and social workers. The child protection structures, and district leaders have been able to conduct PwV dialogue meetings with community reaching 3 136 participants (F:1 477). To improve the system for case management, the programme rolled out Steps to Protect, SC's child protection programming. 30 staff members across regions were trained and clear action plans for 2019 and 2020 drawn. As a result, the programme has been able to train the child protection structures in districts on case management, and referral pathways for districts have also been developed and case reporting has improved. Partners' capacity was strengthened in safeguarding with the roll out of the safeguarding framework to all the partners. Several partners have their own internal Child Safeguarding policy as a result.

In partnership with partner Thrive Gulu, psychosocial education was implemented, targeting students including teenage mothers and fathers. Through engagement with parents and community 139 (G: 121)

married children and teenage fathers and mothers were successfully re-enrolled. The re-enrolled pupils were supported to stay in school through provision of school materials and 40 community Mother Care Groups were formed and trained in Northern Uganda to support them to stay in school. Thrive Gulu identified and trained 46 counsellors (F: 23) on psychosocial support and basic counselling, and 22 Community based volunteers (F: 12) on disabilities, psychosocial support and basic counselling. The trained counsellors were able to reach 1 416 children (G: 662) with psychosocial support and basic counselling services both at school and the community around the school.

In partnership with WoMena, the programme was able to pilot the use of menstrual cups in two schools in Gulu (Pagik and Awach Primary schools). SC supported comprehensive training on menstrual hygiene management (MHM) focusing on education and information on basic sexual and reproductive health, the menstrual cycle, puberty, period tracking, menstrual cup usage. The pilot provided menstrual cups to 98 girls and 89 related females from the two selected schools. Key strategies were adopted on how to include men and boys and in making them male champions of MHM management. Partners capacity training on Gender and Prevention of Sexual Exploitation and Abuse (PSEA) was conducted, strengthening partners in gender mainstreaming, especially the partners implementing MHM and Adolescent Sexual Reproductive Health.

SC focused its child rights programming on capacity strengthening of government at different levels and by empowering children and civil society to actively engage with government and influence changes in policies and laws. The programme, through 73 child rights clubs trained 1 021 girls and 958 boys to be aware of their rights and hold duty bearers to account.

In partnership with Uganda Debt Network (UDN) SC trained 20 parliamentarians and members of budget committees in all districts of Northern and Karamoja in budget analysis. UDN was able to analyse and conduct dialogues on the 2019/20 budgets and ensured that stakeholders have access to budget performance briefs to guide their work. Children were also engaged on the new Child Participation Strategy and put forward their views on the child friendly version of the strategy which was rolled out by SC. This platform was used to seek input from stakeholders and children on the National Child Advisory Council. A successful example of holding duty bearers to account came through a coalition of local NGOs, led by SC local partners in the North to advocate for private sector firms to stop employing children in firms and influenced government to pass laws on regulation of private sector firms in Nwoya.

Challenges

Most schools do not have properly trained special needs teachers and tools like braille machines to aid

learning for severely disabled children. Special needs schools are far, and most parents cannot afford the requirements. Therefore, the programme plans to work with NSI Orthotics Ltd, which is a company that provides assertive devices to disabled children in critical need. Together with NUDIPU and Thrive Gulu, SC will continue to support awareness raising among the communities and lobby for more support to schools to have a favourable environment to support learning for children with disability.

ACHIEVEMENTS FROM THE PREVIOUS NORAD FRAMEWORK AGREEMENT:

In 2018, under the previous Norad framework agreement the programme rolled out training and certification of Non-Formal Education teachers in Chance School in the central region. The 55 enrolled teachers have completed their course, and this gave an opportunity to push for coding of the Chance schools. At the start of term one in 2019, 5 schools in Nakaseke were coded by government and more teachers posted to supplement the trained teachers. Budgets have been allocated to the schools and has contributed to the sustainability of the schools after the transitioning of SC.



PHOTO: NOUR WAHID / SAVE THE CHILDREN

MIDDLE EAST

Lebanon

Lebanon was rocked socially and financially by the nationwide revolution which condemned corruption, sectarian politics, and worsening economic instability among others since fall of 2019. Although the deterioration of the political and security situation in Palestinian camps was on SC's radar as risks to the programme, the nationwide insecurity and accelerated financial crisis were unforeseen. The bank restriction on access to cash has been a challenge for salary payments, procurements, and any actions incurring costs. Partner CSOs were particularly affected as withdrawal of cash was severely restricted. SC resolved the issue through transfers from abroad to CSOs and suppliers. Another risk that materialized was limited male caregivers' engagement in children's education and protection. The work with caregivers drew heavily on existing gender roles involving primarily women. SC and partners are committed to increase the efforts to include men in 2020.

Achievements

In 2019 SC worked towards strengthening civil society capacity to better respond to the rights of refugee children in Palestinian camps to learning in safe and protective environment. The following illustrates key achievements made in the first year.

To improve learning, two partner CSOs provided quality non-formal education (NFE) to 1 188 children (F: 580), with technical and operational support by SC. Partners and SC strived for retention at NFE centres for consistent education support. 83% of the 704 children enrolled between October to December 2018 in NFE completed a full learning cycle in 2019. 100% of out-of-school children completed the Basic Literacy and Numeracy course. In addition, SC worked to support children's transition to formal education. 62% of Basic Literacy and Numeracy students successfully transitioned into formal schools at the beginning of academic year 2019/20.

At the start of academic year 2019/20, SC and partners conducted the WGQ for all enrolled students. The WGQ helped teachers understand the different disabilities in their classrooms and adapt their teaching methodologies and lessons accordingly. Teachers were prompted to seek new approaches for inclusion and were supported through regular coaching with guidance on how to include CWD in the classroom (co-led by partner and SC), and, as necessary, support from child protection staff. In year 2, SC and partners will accelerate support for CWDs and struggling students through full rollout of Special-

ised Needs Action Pack and secondment of shadow teachers to UNRWA schools, which were initiated in late 2019. For caregiver engagement, high retention was made possible through consistent follow up with children and caregivers in case of absenteeism, including through phone calls and home visits. Discussions also took place with caregivers at the start of the cycle about the importance of regular attendance, competencies children will learn through NFE, linking to successful transition to formal schools. Caregivers also received the necessary guidance and support for registration in formal schools, including at the time when they faced issues.

The first year was dedicated to the foundation building for child rights work, including capacity development, which will lead to results in subsequent years.

To mobilize duty bearers in Lebanon to protect child rights in the Palestinian camps, SC led the establishment of an alliance of CSOs. The alliance consists of 13 CSOs with various expertise working in Palestinian communities, including gender, education, disability, and livelihoods among others. It will be in the driving seat of advocacy for the implementation of children's rights in Palestinian camps and hold the Lebanese government to account through the monitoring of the UNCRC.

To empower CSOs including children to monitor government's implementation of child rights, SC initiated child-led Participatory Action Research. The research methodology allows children and CSOs to identify child rights violations and develop and lead evidence-based advocacy initiatives in their communities, with the Palestinian Popular Committees and the Lebanese government. SC provided a training of trainers for three strategic CSO partners, focusing on facilitation of child-led research process. Six groups of child clubs involving 73 children aged 12-18 (F: 40) were created who will lead on the research supported by these CSOs. Core topics for research chosen by the clubs include school dropout and garbage issues in the camps. The child clubs will be connected to the national alliance that SC established in 2019 (synergy with SC Sweden's programme) and will take part in the national advocacy planning and implementation. To lift the awareness around child rights, inclusion, participation and protection in the wider communities, 97 female caregivers and 198 children (F: 115) received awareness sessions from CSOs.

For CSO strengthening, SC supported three strategic partners to assess organisational and programmatic capacities and develop capacity development plans, with measurable development outcomes. Aside from technical programmatic strengthening, the areas of development include a wide scope from governance

and strategy to HR, MEAL, and advocacy depending on partners' unique needs and dynamics. Through newly developed online partnership system, progress against the plan will be monitored.

Challenges

A major deviation that affected several activities, including the overall reach, was the delay in establishing a partnership agreement with a third partner. There were several attempts earlier in 2019, which proved unsuccessful due to irreconcilable policy level differences. The revolution further delayed the agreement with the new partner, Tadamon. Even before the official partnership, Tadamon staff were involved in relevant technical training to minimise the impact of delays.

Some new technical approaches and components faced delays due to challenges in recruitment of specialised trainers, and preparation of technical packages took longer than anticipated. Most are now ready with a 2020 rollout plan in place. Discussions took place between SC and UNRWA, identifying priorities based on the most critical needs for UNRWA. With the existing ways of working of UNRWA and Ministry of Education and Higher Education, the level of involvement and coordination between the ministry and UNRWA envisioned at the proposal stage was not possible. Instead, SC aims that UNRWA education system is strengthened through enhanced capacity and efficient coordination mechanism to provide quality and inclusive learning for children in Palestinian camps. The focus of the work with UNRWA will be on ensuring a more systemised mechanism for remedial support, enhanced quality of pre-primary education in the camps, and working together on integrating SC's evidence-based Literacy Boost in UNRWA system.

For further reading

Palestinian Women's Humanitarian Organisation (PWHO) was selected to co-lead the field level sub-working group within the education working group. Developmental Action Without Borders (NABA) collaborated with UNRWA to carry out Remedial Support classes, as well as awareness raising on child rights and bullying. The learning centres were multi-purpose hubs for communities where needs-based awareness sessions took place, such as nutrition, Hepatitis A prevention and response among others. SC strived for cost efficiency through for example conducting joint trainings across the programmes and has systematised the approach to partnership and progress follow-up through developing an online platform.

Palestine

Military escalations with air strikes in May and November 2019 in Gaza disrupted the education process and student's attendance, causing minor delays of planned activities. Attacks increase distress and anxiety among children and required further focus on psychosocial support (PSS). In coordination with schools and partners, the implementation plan was modified to strengthen extra-curricular activities supporting children's well-being. The need for structured PSS and resilience building activities remains high and will be taken into account when planning for 2020.

Achievements

A Program Steering Committee consisting of all partners including government partners was established to ensure continuous involvement, support and follow-up. The Committee meets regularly to discuss project progress, challenges, solutions and adaptations when needed. This forum enables all CSO partners to interact directly with the MoE and UNRWA.

To facilitate community and homebased support to foster children's learning achievements in literacy and numeracy, three national²⁸ reading campaigns were successfully launched by local partner Tamer Institute (TI). The campaigns designed key messages promoting schools as inclusive arenas. At Al Noor School, one campaign activity was tailored for children with visual impairments. The campaigns had a wide reach with nearly 58 000 children (G: 31 626) across Gaza and the West Bank participating in various activities. Overall feedback suggests that the campaigns had a positive impact on children through common engagement by children, parents and community members in the different activities. Moreover, in total 1 182 parents, teachers and community members (F:1 121) participated in workshops aimed at raising awareness on literacy while strengthening their role as supporter of children's learning. Parents were selected in coordination with school principals and Parents Teacher Associations (PTAs). TI also provided 26 school libraries with a wide number of carefully selected books both regional and international, translated into Arabic.

In support of literacy improvement and promoting inclusiveness among Ministry of Education (MoE) and UNRWA staff, training of trainers (ToT) for SNAP and Literacy Boost have been initiated during autumn 2019.

To ensure that children are protected and safe from violence in their learning environment, School Development Committees (SDC) have been established at schools in Gaza. These

Committees will serve as important platforms to discuss and develop school improvement plans which includes development of Codes of Conduct (CoC) and Risk and Resource mapping. In total of 220 (F: 80%, M: 20%) SDC members comprising of school's administration, parents/caregiver and children participate.

To combat violence, including interpersonal violence, development of Codes of Conducts (CoC) outlining a set of principles for expected behaviour and communication, was initiated in 2019. 2325 children (G:765) in Gaza and the West Bank, have been engaged in CoC development. Issues the CoCs will address are identified based on interactive workshops with children. Parents and teachers, being important factors for children's wellbeing and learning achievements, have participated in sessions focusing on how violence impacts children, value of enforcing CoCs, children's rights, and building positive relations between teachers/parents and children. Parents of children with disabilities (CwD) have also been targeted.

Rehabilitation to create a conducive learning environment, have been carried out based on needs identified in consultation with the MoE in the West Bank. While in Gaza, rehabilitation will be conducted upon completion of Risk and Resource mapping by the SDCs.

The Palestinian Council of Children (PCC), established during the previous framework agreement, received capacity building to document and produce reports on child rights for advocacy and to highlight issues during accountability sessions with duty bearers. Four accountability sessions were held during 2019, two with MoE, one with the Ministry of Labour in the West Bank, and one at the Juvenile Rehabilitation Centre in Gaza. Sessions held with the MoE highlighted concerns regarding violence at schools and overcrowded classrooms which impacts children's ability to learn. In these efforts, children's safeguarding has been ensured by partner DCIP and PCDCR. Monitoring and documenting grave violations against children have also been led by partner DCIP. In Gaza, 39 violations against children (boys only) were documented in 2019 including injuries and killing. The documented cases are used for advocacy purposes and to feed into monitoring and reporting nationally and internationally. Moreover, partner QADER, specialized in disability, has trained child-led groups on the concept of inclusion. Where necessary, to ensure the trainings are accessible for all including CwDs, these have been adapted by using sign language and accommodating assistant.

In collaboration with the Ministry of Social Development (MoSD) and the MoE, this program has established four sensory rooms, designed to develop and enhance senses especially for children with communication difficulties and men-

tal disabilities, through sounds, lighting, colours and other objects, at four public schools in the West Bank. It is estimated that 285 children will benefit from the available resources which includes 74 assistive devices and 11 laptops. This service is expected to increase school enrolment of CwDs. All sensory rooms have also been used by children without disability, facilitating a common arena and minimizing stigma of disability.

Capacity building for independent bodies including the Child Ombudsman (the Independent Commission for Human Rights) is crucial for this program. This program supports the child friendly online mechanism, which allows children to file complaints, established under the previous framework agreement. In 2019, 279 complaints were reported and responded to by relevant authorities.

Challenges

The program has been implemented according to plan with minor adjustments. These include the decision to implement the two main educational approaches for strengthening reading and math skills, Literacy Boost and Numeracy Boost, in phases to avoid overburdening the schools. For this reason, introduction of Numeracy Boost to schools has been postponed to 2020, while Literacy Boost combined with SNAP was initiated in 2019. Due to changes in priority among line ministries, the planned training of trainers on Inclusive Education and capacity of decision-making body, the National Council for Children, had to be postponed.

Appointment of new Deputy Minister of Education in the West Bank in summer 2019, and changes within the Education team at UNRWA in Gaza, created challenges with regards to access to schools, especially during the selection of the schools and the baseline study. These challenges were mitigated through close dialogue and leveraging longstanding relationships between SCI, partners, MoE and UNRWA.



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ASIA

Myanmar

During the last quarter of 2019, the State Government of Kayah restricted movement and activity of CSOs, even requesting them to submit very detailed workplan, budget and funding information. During this period, there had been issues where many CSOs in the state were involved in advocating against land grabbing issue and were promoting rights for ethnic minorities. Our partner, KRSDO, unfortunately was caught in this political situation and the government refused to provide approval for this partner to implement activities. Accordingly, SCI staff directly conducted these key activities. Village level activities were postponed to 2020.

After the suspension of KRSDO partner activities, SCI's Risk and Compliance department received information on a suspected issue of fraud by the partner. Our investigation found evidence of falsification of cost related to meals for training participants. Thus, SCI decided to discontinue our partnership. Scoping of a new partner started in January 2020.

Achievements

Due to increased interest, 599 head teachers and teachers from KG to G-3 (F: 465) attended inclusive education trainings. Training evaluations revealed that teachers and head-teachers' attitude on children with disability has changed due to the techniques and strategies learned.

Literacy Boost trainings were conducted for 671 head teachers and G1 – G3 teachers (F: 503) from 180 schools. The teachers commented on the relevance and practicality of the content, as well as their plans to link the strategies to their own lesson plans.

SC has taken a leadership role in the advocacy efforts of education partners for the Safe Schools Declaration endorsement and implementation (along-side UNESCO and UNICEF). SC held a briefing session with the Minister of Education issued statements and letters following incidences and held a stakeholder and power analysis workshop to inform the advocacy strategy.

Since 2018, SC as a member of Positive Discipline Task Force (PDTF), has provided technical and financial support to the Department of Social Welfare (DSW) to develop a National Positive Discipline Manual, a crucial step taken to implement Myanmar Government's pledge to ASEAN Regional Plan of Action on the Elimination of Violence against Children (EVAC). The Standardized Manual on Positive Discipline was endorsed by the Minister of Social Welfare, Release and Resettlement on 16th September 2019

after a series of field tests were undertaken by SC and others. Following this, a Facilitator Guide and Parents' Booklet were developed and produced. The Positive Discipline Task Force will provide ongoing support to the DSW to further produce and disseminate posters and leaflets in the areas where DSW has presence to raise public's awareness and effort to reduce violence against children. The Local NGOs and INGOs collaborating with DSW also plan to adopt this manual as non-violence parenting techniques for parents and caregivers.

SC contributed towards one of the major success of the Government of Myanmar (GoM) to increase laws around child rights. On the 23rd of July 2019 by the Government of Myanmar which is more in line with United Nations Convention on the Rights of the Child. The new Law includes major positive changes such as defining a child as a person below 18 years (up from 16 years), prohibition of physical and humiliating punishment against children, setting the age of criminal responsibility at 10 years (up from 7 years), setting the minimum age of marriage for boys and girls at 18 years, issuing the birth registration for all new-borns, and expanding the definition of neglect to include the negligence of child's education. The new Child Rights Law (2019) is more comprehensive than previous one and includes a new chapter on "Children affected by Armed Conflict".

Since 2016, SC has conducted advocacy efforts geared towards law reform. SC has also worked to increase the capacity of the NGO Child Rights Working Group (NCRWG) to do their own advocacy. SC conducted technical trainings as well and worked towards including elements of physical punishment and positive discipline into the new policy. This continuous engagement with the NCRWG, government stakeholders, and international organisations such as Unicef ensured that the GoM was hearing the same messaging from multiple parties. Joint advocacy and coordinated messaging were key in ensuring that accurate information reached those drafting the new policy. It is this capacity strengthening led by SC that has resulted in the NCRWG being recognized as a legitimate actor in child rights thereby ensuring sustainability of our child rights and governance work in Myanmar.

SC, NCRWG and partner have established five Regional Child Network in the end of Year 2019 (Kayah, Magway, Yangon, Mandalay and Mon) with the support of SIDA and Norad projects which was empowered the children in community and township level by allowing children to participate in the Regional Level Children Networks. As a result of establishing Regional Child Network, children have

had space to engage with Department of Social Welfare to ensure the sustainability of the Regional Level Children Networks. At the national level, children representatives had opportunity to participate in national children forum at CRC 30 event mainly supported by UNICEF, SCI and NCRWG with the collaboration of DSW.

Challenges

The delay in the signing of the Norad agreement and revisions of project activities and implementation led to delays in signing of partner agreements. This also led to a delay in partner's recruitment of key staff. Partner staff also had varying operational capacities on different thematic areas so additional trainings and workshops were needed before these staff can carry out the activities, resulting to a delay in the implementation of some key activities.

Some of the challenges faced by the partners is increasing presence of the government's restriction on the movement of NGOs. The increased bureaucracy and restrictions had been present in Kayah state before but is now experienced by partners in Magway region this year.

Expansion to introduce positive discipline to the monastic education schools in Sagging in 2019 posed a challenge. The head monks have practiced corporal punishment for generations as a tool to correct behaviour of children were very sceptical of rights-based positive disciplinary concepts and rejected on the basis that it would undermine the teacher's authority and provoke disobedience in children which would, in turn hinder the teaching and learning environment. The project decided to obtain the support from the head monk of Monastic Education in Magway region who also managed monastic education in Pakokku which Norad was engaged in 2017 to advocate to the head monks of Sagging. The head monk of Monastic Education of Magway region shared his schools' experience introducing non-violence techniques with the other monks in Sagging region recounting both initial challenges and its impact and benefits providing the evidence. After this experience, project staff were invited to implement PD trainings at their schools for the teachers.

For further reading

The Worldwide Fund for Nature and Save the Children International have partnered with the Ministry of Education and the Ministry of Natural Resources and Environmental Conservation to strengthen environmental education in primary and middle schools through project-based extracurricular learning. The pilot kicked off in November 2019 in 10 Norad supported schools, with scale-up planned for 120 Norad-supported schools during the 2020 academic year in 4 townships in Kayah and Magway. The project introduces environmental education through extracurricular Environment Action Clubs. Children are empowered to assess their own community's

environmental needs, develop action plans to address those needs, and implement activities.

Nepal

During 2019, the project observed agitation of political faction against the government and prevailing political situation in two working districts, however, the implementation of project activities was not hampered. In Dailekh district, the Rural Municipality (Palika) of Gurans reiterated a request for more substantial support (construction), which followed significant requests during the design stage. To address these concerns, SC organized a meeting with Chairpersons and Vice Chairperson of the relevant municipality to discuss the project mandate.

In relation to comprehensive sexual education, it was expected that the project would encounter some challenges considering that topic is a big taboo in Nepal. The project team was successful conveying that the content of CSE trainings were developed by the Government of Nepal to reduce child marriage and early pregnancy. Thus, the concerned adults, students and child clubs have developed a more positive attitude and the trainings could continue.

An important risk missing in the proposal was lack of awareness and acceptance of violence-free schools by parents and teachers. According to the Children's Act, 2019 and Constitution of Nepal, 2015, corporal punishment is prohibited. However, there is a gap in implementation due to cultural acceptance of violence by parents and teachers. Although the project did not face significant problems during implementation, alternative ways of eliminating the corporal punishment are needed.

Achievements

In 2019, joint meetings among the partners helped them to learn from each other's experience and challenges. It also provided a common platform where issues were discussed, and way forward were proposed. SC staff provided onsite coaching and mentoring to all partners with special focus on new implementing partners. Partners have been actively engaged and involved in all strategy formulation effort along with SC. Furthermore, the partners have taken lead in drafting regulations, organisation of consultative meetings with government focal points, lobby/advocacy with government stockholders and conducting orientations to government staffs and stakeholders.

A total of 34 2115 children from school grades 0 to 8 (G: 17 697), including 305 children with disabilities (G: 144), were enrolled in 248 schools and ECCD centres, and a total of 1 053 children were enrolled in ECCD in the target Palikas. Of the Out of school Children with Disability who were enrolled during 2019 at schools, 16 were enrolled in formal



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education system and 19 Children with Disability who were not able to go to school were enrolled in informal education under “School at Home” concept.

SC contributed to the production of Free and Compulsory Education Act dissemination materials to support the Government of Nepal's endorsement in 2018. In September, National Campaign for Education (NCE) organized a conference in collaboration with SC and Global Campaign for Education (GCE) to bring together the policy-makers, parliamentarians, Palika, civil society organisations, teachers, academics, youth representatives, and experts to discuss on the challenges and the way forward in implementing free and compulsory education in the governance and management of education system under the federal structure. Going forward, the project will continue to advocate for endorsement of the Education Act and for allocation of adequate resources and adjustment of technical human resources.

During 2019, 451 members (F: 238) of political parties and local authorities were oriented on the

negative consequences of violence against children. Due to the new decentralisation, responsibilities have changed from a federal level to a more local level. While this change occurred in 2015, districts are still grappling with what this means in practice. SC has played a key role in ensuring that local governments understand their roles and responsibilities relating to children including in reducing violence against children. 589 members (F:239) of local child protection mechanisms were trained on child protection, and their role to prevent, report and respond to violence against children. Karnali State finalized the child rights implementation procedure which is now in the process of being endorsed by Ministers Council. SC continues to orient these committees and key stakeholders on important tools like Parenting without Violence and Schools as Zones of Peace and specific focus is placed on girls, children with disability, children at risk, Dalit, and marginalized children.

The project facilitated 277 school level child clubs (177 new), four Palika level child clubs and 44 ward

level child clubs. 5 451 children (G:2 926) are engaged to protect and promote child rights in community and in schools. All clubs received relevant training and represent children in the decision-making process of school management committee (SMC), Health Facility Operation and Management Committee (HFOMC), Ward Child Protection Committee (WCPC) and local planning processes. Child club members are actively involved in cleaning and keeping their surroundings clean both in school and at home.

The successful child led initiative Bal Kachahari (a dialogue between children and Palika) remained one of the best interventions which not only holds the Palika accountable to children, but also empowers children to influence the decision-making process. In Kalikot, 20 events of Bal Kachahari were organized in 2019 and it resulted in moving forward the anti-child marriage campaign across all wards through mobilization of Nepal police. The provincial police unit communicated further with the district police unit to move a campaign against child marriage forward together with SC and the local partner. Ultimately, police took initiative to prevent several likely and actual cases of child marriage.

Given the challenges with decentralisation, SC was glad to see its advocacy efforts result in the endorsement of the Health Policy by Karnali State which has set a good example of State

Government's commitment to serve people. Also, there has been a significant progress due to SC advocacy work in the local governments of State 5. In total 26 children (G: 16) were involved in the Karnali state level consultation of UPR III cycle of reporting where children raised their issues and concerns affecting children in Karnali state.

All 68 Children with Disability identified through screening camps (in total, 386 CWD were screened) received educational materials and 54 received appropriate assistive devices. The NFDN capacitated Disabled People's Organisations of nine districts, including the five program districts, for identifying issues of CWDs and gaps in policy provision for access to education by CWDs. Additionally, NFDN and DPOs developed an advocacy to plan to formulate the education strategy of Karnali state.

Challenges

Most of the planned activities were implemented as planned, apart from activities like 'Choices, Voices and Promises' implementation, capacity building on domestic resource mobilisation/taxation (DRMT), orientation to local and state governments on Domestic Resource Mobilisation, and My first baby initiatives. Despite some familiarity among SC staff, this content was new for many partners and government stakeholders. The SC team decided that additional training was needed in order to implement these activities with quality. Instead, they will be conducted in 2020.

For further reading

SC continues to ensure that its programs are complementing rather than duplicating efforts in the field. Education material distribution and head teacher conference were conducted jointly with other SC implemented projects. Focus on capacity building of staff through meetings, orientation and training were prioritised to ensure they can perform better for proper utilisation of resources. Projects that can benefit from the same training are able to share costs and coordinate amongst themselves.

Activities are conducted in close coordination and collaboration with local government to ensure effective use of resources and sustainability. Other projects being implemented by SC have been working together for providing technical assistance for resource material development (like flip charts and videos), and capacity development of WCPC, Child Club on child labour and child protection. Similarly, collaborative effort has been made in field intervention level like for CSE and PwV sessions.

ACHIEVEMENTS FROM THE PREVIOUS NORAD FRAMEWORK AGREEMENT

The results of the effort of Sahayatra phase-I is still evident in the field. After the phase out of Sahayatra-I, Ward 6 of Chaurpati Rural Municipality in Achham district was declared Child Friendly Local Government (CFLG), which we were not able to capture this in final report. Similarly, even after phase-out of first phase of Sahayatra, some of the schools and wards have allocated budget, printed follow up cards to promote increased attendance rate in the schools. From the learning from the A-Sit, Gurans Rural Municipality has endorsed the guideline to implement A-Sit in all the schools and allocated budget for the same.



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LATIN AMERICA

Colombia

The implementation of the project coincided with the elections of mayors and governors and a sharp increase in violence towards candidates and social leaders throughout the country and especially in the project's implementation area of El Catatumbo. Despite the violence and mobility restrictions, the start of the project was an opportunity to establish commitments with the newly elected authorities, and to advance the first advocacy actions to promote commitments to improve children's rights and to increase access and quality of education.

Forced displacements, confinement of the civil-

ian population, suspension of classes due to armed strikes and clashes between the EPL, the ELN and the National Army, marked the first year of implementation. The breakdown of peace talks between the ELN and the national government produced a significant increase in military actions in most of the project's municipalities. To reduce the impact on the project, coordination agreements were established with the Education and Protection Clusters to coordinate joint actions.

Decreased mobility because of the hostilities resulted in the suspension of project activities in 7 schools of the municipalities of Convención, El Carmen and Teorama in the last quarter of 2019, resulting in 5 375 students unable to participate in the

project's activities (G: 2 755). Other planned activities such as teacher and partner trainings also had to be postponed.

There was an exponential increase of Venezuelan migrants in Colombia at the end of 2019. The enrolment of Venezuelan students in public schools grew from 34 030 in 2018 to 207 259 in December 2019, which was an added burden on schools that were also dealing with the consequences of the violence and armed conflict.

Achievements

In accordance with the country's inclusion policies, and in partnership with our disability inclusion partner SCF -Saldarriaga Concha Foundation-, the project began an innovative process of characterising (mapping) populations with disabilities in the project's municipalities. This process has been fundamental for kick-starting a dialogue with local authorities and school management on education inclusion and facilitating training for public officials: teachers and MoE staff at municipal level. The findings of the mapping exercise (to be completed in 2020), together with those from the baseline, using the Washington Group short set questions, represent the basis for refining our program interventions. The data gives the necessary inputs for advocacy work at national, departmental and municipal level to promote inclusive education practices that guarantee the wellbeing and learning of all children and adolescents with disabilities in rural areas affected by armed conflict, migration and extreme poverty.

The project has generated valuable information for the Colombian education sector about gaps in basic literacy, numeracy and socio-emotional skills in the El Catatumbo area. Specifically, the project's baseline results showed that 5 out of 10 students in Grade 1 are classified as non-readers and many students have not been able to master "basic" skills such as word recognition. In the area of numeracy, 27% of students could not correctly carry out some addition exercises, while 56% could not correctly answer some subtraction exercises. A gender gap is also observed in mathematical abilities such as addition and subtraction. During the first year of implementation, the project carried out the first round of trainings on leadership and school management reaching 204 school community members (F: 136), including students, teachers, school management and PTA members.

As a step towards improving the local capacity to respect and protect the rights of children, a plan for strengthening the competencies of local governments and an assessment of the current situation of children's rights has been developed, to ensure that the new Municipal Development Plans allocate resources and prioritize public policy actions to guarantee children's rights and promote measures for implementing the Convention on the Rights of the Child in El Catatumbo. The assessment has been fundamen-

tal for understanding technical assistance needs to strengthen the capacities of local governments and civil society organisations.

SC supported the development of a petition document with the inputs of 128 children (G: 66) representing six municipalities from EL Catatumbo region. This document was presented to the newly elected municipal mayors and the Governor of Norte de Santander in November and resulted in the signature of a "Pact for Children". The Pact commits the officials to develop public policies for the protection, prevention and development of children within a framework of national policy guidelines. This activity contributed to children's participation in public management and laid the foundations for future monitoring of the fulfilment of children's rights under the Norad project.

Challenges

The difficult contextual situation described above, had an impact on some planned activities. Planned trainings with partners led by our inclusion partner (The Saldarriaga Concha Foundation-SCF), had to be rescheduled for 2020. Selection process of LCSO partners and their capacity building plans for 2019, could not be completed and had to be postponed to 2020. The partner capacity building milestones set up for 2019 were therefore not met.

In this context, it is challenging to strengthen participation of children, but with deep knowledge of the situation and the local dynamics, SC can develop and follow approaches that ensure the safety of children and youth, and in cooperation with them, develop knowledge and risk assessments and awareness of children's rights. Furthermore, SC works with and train adults, including decision makers, on their responsibility to ensure children's rights.

For further reading

During the first year of the project, coordination agreements were established with the Education and Protection Clusters as part of the response to the humanitarian crisis in El Catatumbo. These joint actions facilitated the establishment of the first Needs Assessment for the humanitarian crisis and guided the Education in Emergencies responses in the areas most affected by the armed conflict.

SC coordinated with different governmental entities (Secretariat of Government, Secretariat of Development, Secretary for Women, ICBF) and non-government organisations (NRC, MAP OAS, CSOs), to promote the United Nations Security Council Resolution 1325 through our programs. SC Colombia works to promote children's and adolescents' rights, gender equality and equity in society, by ensuring that girls, female adolescents and women participate in children's and adolescents' committees, victims' committees and territorial social policy committees, and by working to protect and safeguard girls and women who are a highly vulnerable population group affected by different types of violence.



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The project has adopted good environmental practices through proposals for resource management, procurement processes and waste management as part of office administration. These practices include the reduction and/or recycling of printed paper, reduction of plastic packaging in communities; preparation of meals during the implementation of activities in the field with fresh, locally produced ingredients, which also increases the nutritional value of the food provided and supports local economy.

For the municipalities prioritized by the “Catatumbo Loves Education” project, in partnership with municipal administrations and government entities, activities have been implemented with 59 children and adolescents. These have included: the Childhood Observatory and Pact for Children sessions, in order to strengthen their participation in the monitoring of children’s rights. This work is based on a plan to strengthen competencies that will allow children and adolescents to play a leading role in issues such as children’s rights, the Convention on the Rights of the Child and their participation in public management and the prioritisation of children’s issues.

Guatemala

2019 coincided with presidential elections and political unrest because of the rampant corruption. For nearly a year and a half, the Morales administration repeatedly defied the rule of law. The Guatemalan Congress debated initiatives which, if approved, could weaken the rule of law even further and worsen the

human rights situation. This is a crucial moment for Guatemala as the three branches of Government are changing and the government structure is becoming more centralized. Strengthening local governments is not prioritized. This highlights the need for SC advocacy efforts to promote the importance of decentralisation to reach the children that need it most.

This reinforces the relevance of the project and its main objective: “to improve compliance with Children’s Rights in Guatemala through better laws and public policies; more and better investment in children; better operation of protection systems, and better quality of education; with the engagement of boys, girls, local civil-society organisations and key government institutions».

Achievements

SC and partner APPEDIBIMI, developed learning materials in the Ixil language (3 dialects), to improve vocabulary. Additionally, SC organized a regional workshop to train our partners in Literacy Boost for improving educational practices for teacher training with focus on literacy skills. This initial training is fundamental to Guatemala’s bilingual educational strategy (Ixil-Spanish / Ch’orti’-Spanish), which will be implemented in each intervention school.

SC is supporting and strengthening government-run Resource Centres for Inclusive Education (CREI). These centres will provide educational opportunities to CWD, support their families and train teachers in inclusive education practices. In the first year of implementation, SC supported the MoE in developing guiding documents for the establishment and functioning of the CREIs. The

Special Education General Directorate (DGEESP) was supported with a consultancy that identified institutional weaknesses and gaps that are limiting functionality of the directorate, and then proposed a new “Integral Organisational Management Model” to better guarantee the rights of children with disabilities.

Under Safe Schools programming, two certified training processes were developed: one designed for school principals and teachers and the other one for parents and caregivers focusing on non-violent parenting approaches, psychosocial care and conflict transformation, comprehensive risk and threat management. These include gender and disability and are part of the National Curriculum (CNB).

Progress was made on strengthening the protection system by supporting better coordination between actors at national, municipal and community level, emphasising building community systems to link with government institutions. Community led selection of leaders to participate in community committees was completed to build on existing structures and to ensure ownership.

Work started on a tailor-made and context-specific Training, Monitoring, and Accompaniment Handbook to train the community committees. Partner ASSAJO and SC held four workshops in the intervention areas with 81 leaders and caregivers, covering child protection case management, confidentiality and privacy, and gender perspective to prevent that stereotypes are sustained.

With the aim to have community protection structures with close and functional referral and reporting links to the municipal level guarantor institutions responsible for child protection issues, two workshops were held in Nebaj and Jocotán with key authorities, such as Public Prosecutor’s Office, Judicial Body, Attorney General’s Office, Human Rights Ombudsman’s Office, and the Secretary against Sexual Violence, Exploitation and Trafficking in Persons and MINEDUC.

The Municipality of Nebaj saw a breakthrough in the creation of the Municipal Office of Children and Adolescents, as a result of SC support to and advocacy. The Office will be responsible for the development and follow-up of the Municipal Policy for the Integral Protection of Children and Adolescents and will promote the participation of children in public decision-making processes.

SC and partner ICEFI successfully launched the Observatory for Public Investment in Children at an event attended by more than 120 representatives from governmental organisations, congress and civil society. The Observatory provides relevant information on the allocation and financial execution of government programs aimed at the fulfilment of children’s rights, including information on Bilingual and Intercultural Education and Children with disabilities. In addition to offering free online

courses on the use of Observatory data, SC and partners have organized a workshop with civil society to strengthen their capacity to understand and conduct advocacy in relation to public investment in children and fiscal policy.

As part of the activities to strengthen the government’s ability to ensure the implementation of child rights, ICEFI, with SC support, produced a study on factors affecting the financial implementation of MoE- DIGEBI related to improvement in bilingual intercultural education. The key conclusion from the study was the need for administrative restructuring of the DIGEBI unit (Intercultural and Bilingual Education General Directorate) to ensure effectiveness and efficiency of public expenditure.

Challenges

Development and finalisation of the work plan and budget, together with the implementing partners, took more time than expected, as it was the first time for the partners to work with SC, bringing several challenges to fill all institutional requirements. Close accompaniment from the technical and financial staff to the implementing partners will be provided, to ensure the program objectives won’t be affected.

During the baseline data collection, the lack of reliable data on enrolment, retention and promotion of children with disabilities was made evident. This information gap goes all the way from the MoE at central level, to the municipal and school levels. Unfortunately, SC could not successfully complete this information during baseline data collection. Therefore, starting in 2020, SC will prioritize to complete the mapping of children with disabilities in the intervention schools, to have clear and reliable data on this important target group.

Further reading

SC coordinated efforts and leveraged different sources of funding to offer a variety of trainings in some of our signature programs: Literacy Boost, Numeracy Boost, and Safe Schools programming. These were regional events with the participation of partner staff, key MoE staff and SC staff from all SC offices implementing Norad programs in the region: Guatemala, Colombia and Nicaragua. This was a good practice that allowed for new learnings, a valuable experience exchange and formation of regional networks for support and learning.

SC works closely with the youth organisation, such as SPJ, in the urban north zone of Guatemala City. SPJ brings their perspectives on how the programme should address specific issues in order to improve skills and knowledge when resolving conflicts, knowing their rights, their level of organisation and participation within schools.



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PHASE-OUT COUNTRIES

Cambodia

There are no contextual risk factors to report which have affected the implementation of the programme in 2019.

Achievements

In 2019, the programme benefited 18 256 children (F:9 041) in 50 primary schools in 7 provinces of Kratie, Tbong Khmum, Kampong Cham, Kampong Chhnang, Koh Kong and Pursat. As a phase-out country for Norad funding, 2019 activities focused on sustainability. This means building upon the strong

successes in the previous framework program by ensuring that government ownership is deepened, positive local relationships are built, and there is accountability from government and resources are allocated.

The programme was engaged in the development of the Annual Operational Plans of target provinces to advocate for the incorporation of the QLE/school-based management programming and as a result two implementing guides for establishing Classroom Committees and for establishing School Management Committees (SMC) have been developed and distributed to target schools.

Beyond the target schools, the program has sup-

ported target Provincial Offices of Education (POEs) to establish their pilot model schools (one per province) on School-Based Management to shift the ownership from the project to government institutions and assisted them to mobilise resources from other agencies to support these schools. The target POEs reported that 35 primary schools beyond target schools are also implementing SBM programming, by focusing mostly on student learning assessment and community engagement.

A number of trainings were conducted both to improve children's learning outcomes, especially including children with disabilities. Schools were able to tell where to refer boys and girls to receive rehabilitation, assistive devices, medical care treatment and follow-up. Three inclusive demonstration classrooms were also equipped with required classroom materials to serve as examples of inclusive learning-teaching environments.

On safety and disaster preparedness, SC and the national Joint Action Group members supported the MoEYS to develop 1) a rapid assessment tool for the education sector to be used for Education in Emergency (EiE), and 2) a comprehensive school safety tool to be used to evaluate the implementation progress on school safety initiatives. These tools have been endorsed by the MoEYS Minister, disseminated to targets schools and provinces, and was used by the schools and provinces in reporting back to DOE and POE during the flood response in September to October 2019.

The Ministry of Interior (MoI) approved the Child Protection Guidebook for Commune/Sangkat Committees for Women and Children (CCWCs) to improve their functionality related to child protection in December 2019. This is a result of the successful advocacy done by SC, with the Family Care First network¹, Child Rights Now Coalition², and UNICEF for the finalisation and approval of the National Policy on Child Protection System³.

SC together with, village volunteers and community social workers, advocated for the inclusion of child protection needs in the commune investment programs (CIP). 13 out of the total 45 target communes allocated their budgets into the Commune Investment Program (CIP) for implementing the positive parenting strategy. The budget allocated for child protection increased from 2,30% to 2,50% in 2019 and the budget for social services was increased by 33% in 2019.

At the sub-national level, there was a decrease of more than 30% in the number of children who had experienced violence within the three target communes. The work at national and subnational level contributed to the improvement of quality of services provided to individual children. In target areas, a total of 172 child abuse cases (G:85, 6 CWD) have received social services that contributed to increase in safety or decrease in violence against children. The services included emotional and psychological support/counselling, provision of assistive devices to enable them to

access schools, and physical and mental rehabilitation.

The programme worked closely with government partners at national and sub-national level, including MoEYS, MoWA, and MoSVY, to develop the national policy and guidelines related to education and child protection.

SC continued to strengthen the institutional capacity and project implementation of our implementing partners, including KAPE, BSDA, PSOD, CRC-Cambodia and CCYMCN. As a result, CRC-Cambodia is now a member of the Budget Working Group (BWG) and can strongly advocate with the government for increased investment in children (especially ECCD). Partners were also trained in fundraising and proposal development.

In addition to the supplementary report submitted to the UNCRC, five policy briefs were developed under key CRC-Cambodia's thematic working groups⁵ as advocacy tools. The advocacy plan (including capacity building to CSOs) and IEC materials on UPR's recommendations were developed to hold government accountable for children's rights. A consultation workshop was conducted with 41 CRC-Cambodia's members (F: 18) and 25 children and youth led networks (G: 15) to disseminate Universal Periodic Review (UPR) recommendations, develop a joint advocacy for monitoring the implementation and building their capacity on the UPR process and mechanisms.

Challenges

The programme has identified a generally low level of professional expertise both in the screening of children at district and commune level, but also in the quality and availability of service provision. As this is new for government education institutions, the capacity of teachers and school staff as well as resources to implement programming are low. To mitigate this, the program will continue training teachers to identify children with disabilities in their classroom and support them on how to teach children with different learning needs. The program will also further build the capacity of SC staff, NGO partners and POEs/DOEs to be able to manage and support the target schools on the disability inclusive education program.

Ethiopia

In February 2019, Ethiopia adopted the revised Civil Society Proclamation which marked an important breakthrough for Civil Society Organizations and revoked severe restrictions imposed by the 2009 legislation. This opening of civil space gives advocacy efforts and rights-based programming a renewed platform. Ministries welcome collaboration, and SC is now seeing the fruits of several years of efforts. Political instability and conflict, driven by ethnic divisions, remain consistent issues across the country. In

October the Nobel Peace Prize was awarded to Prime Minister Abiy Ahmed. In tandem, protests erupted in Addis, highlighting the fragile nature of the country's peace. In Amhara, conflict escalations resulted in obstacles such as roadblocks which led to periodic travel restrictions throughout the year. While activities were delayed, periods of stability allowed staff to travel and comprehensive activity acceleration led to activities remaining on track. South Omo is characterized by ethnic and cultural diversity and conflict between the people of Hamer and Dassench and Hamer and Nyangatom. Yet, program and activities are rarely affected due to the rural and dispersed situation for communities. Recurrent drought leading to scarcity of water affected children, communities and impacted school attendance as communities move in search of water. SC has invested in efforts to enhance capacities of community-based structures to protect children.

Achievements

SC and partners built upon the achievements of the previous Norad framework agreement as they strove to strengthen civil society capacity to better respond to the rights of children to learn and be safe and protected. This year marked the final year of SC's program in Amhara and established a collaboration with SC Italy in South Omo.

To engage duty bearers, civil society and communities in the psychological wellbeing and safety of girls and boys in and around schools, trainings and workshops were organized to promote implementation of the school code of conduct (CoC). At the grassroots level across South Omo and Amhara, 188 school directors (F:16); 308 (F:72) teachers; 38 (F:3) Woreda officials and 1 200 (F:487) children received training on the CoC. Training to strengthen positive discipline methods was conducted for 188 school directors (F:12) who successfully cascaded their knowledge and observed the progress of their teachers. In the 150 project schools in Amhara, the CoC has been implemented successfully. Following refresher training, schools reported no cases of abuse, sexual harassment or other violations such as disciplinary violations, bullying and stigmatization. Safety at school sites has also improved due to this increased awareness. The practice of individuals waiting outside schools to exploit children for labour has declined. To ensure sustainability, the project focused on increasing community engagement and worked with Zonal and Woreda Education Offices to include monitoring of the CoC in supervision checklists and 12 woredas now have sustainability plans with these issues included. At the National level, SC conducted a one-day advocacy workshop to promote the scale up of CoC. 22 participants (F:3), all process owners for curriculum development, from 8 regional and 1 city administration were represented. The workshop focused on how the CoC was developed, put into practice and how training is provided to different

stakeholders. SC and representatives from Amhara shared success stories highlighting the positive benefit of CoC implementation. Whilst representatives flagged financial resources as a challenge, SC supported them to develop action plans, including resource mobilization, and they committed to introducing the CoC in their regions. Additional engagement is required to have the CoC mandated at the Federal level.

With the aim of strengthening and coordinating national and community-based child protection mechanisms, SC facilitated a series of trainings and review meetings for a broad spectrum of stakeholders in Amhara. These were attended by representatives from the Women Children and Youth Offices; local authorities; Education, Health, Labor and Social Affair Offices; Child Protection Unit/Police; Community based organizations, community child protection structures and local CSOs. Within these forums, SC focused on providing technical guidance, capacity building and ongoing coaching and support to a) strengthen linkages and coordination to improve prevention and response services and b) build knowledge and capacity on the Alternative Childcare and Child Wellbeing Database System (CWDS) to strengthen data tracking and reporting mechanisms. After years of engagement to promote the CWDS, 2019 saw the realization of efforts and Amhara region is now actively inputting data. When utilized, the system enables access to quality data according to 76 pre-defined indicators, that provides insight about the wellbeing of children. The system allows the Ministry of Women, Children and Youth and local authorities to extract lessons learnt and enables evidence-based planning, implementation, follow-up and decision making and will ensure the most vulnerable and marginalized children, including children with disabilities are better protected. Following success, SC organized an experience sharing workshop to support cross regional learning.

In striving to support Civil society to monitor government's implementation of child rights, Children from Child-led Structures, Child Focused Social Accountability Groups and CSOs were supported to present 15 child rights and protection issues to duty bearers. These included issues on: the need for trained teachers and teaching materials for children with disabilities; shortage of water in schools; gender based violence and illegal migration; child labour and exploitation; early marriage and increased prevalence of HIV/AIDS. Girls were actively engaged in child led campaigning; holding the government to account, in prevention of gender-based violence, in national advocacy platforms and meetings with government officials. At the Government level, Child Rights Committees succeeded in mainstreaming children's issues in 14 sector government ministries. Systemisation of this is now mandated by the Federal Civil Service Ministry. 14 Federal sector Ministries have now embarked on renaming their Gender

department to Gender and Child Rights Protection Department. This step strongly implies that the required human and financial resources will be allocated to coordinate and implement the child rights and protection activities. In response, the program trained 252 (F:116) sector government officials on child rights and child rights mainstreaming, child rights programming and public investment in children.

Challenges

Whilst 80% of target schools achieved the Quality Benchmarks for safe, protective and inclusive learning environment, in South Omo, baseline literacy and numeracy competencies were found to be incredibly low. Only 3% of children, no girls, were able to read at the expected Grade 2 level. 47% of grade 2 students were unable to identify letters; this increases to 74% when considering only girls. SC aims to improve learning competencies by 2% per year. However, this base level has highlighted the severity of the fundamental challenges facing education in South Omo. SC has developed an action plan, in collaboration with the Woreda Education office, to tackle the following identified issues: poor teaching skills in literacy and numeracy; language issues relating to the students' mother tongue, teachers' mother tongue and the language of instruction; irregular attendance of students and teachers and weak monitoring. In 2019, the team amended planned activities and conducted literacy and Numeracy Boost training. A cluster of schools were selected for increased teacher support to better understand which variables have the most impact. SC Italy program components, including Early Childhood Care and Development, have been delayed due to late signing of agreements and Government approvals. Whilst this has not negatively impacted 2019 achievements, the delay could minimize the positive impact of transition from early years to primary education in 2020. Attendance at school has increased by 1% instead of the target 2%. Enrolling and retaining out of school children, particularly children with disabilities, remains challenging in South Omo's rural context and requires continuous efforts.

For further reading

Embarking on a joint program with SC Italy, has proven beneficial both technically as well as operationally. In relation to cost efficiency costs relating to office, equipment, staffing, monitoring and travel are now jointly funded. Project staff across education and child protection have been upskilled through on the job learning and mentoring to be able to address basic concerns of both themes during site visits. Activities such as beneficiary selection, distribution and monitoring are easily undertaken for both project components during the same visits which minimize transportation, per diem and other daily costs. Where appropriate, local authorities and other key stakeholders address the needs of the joint program as one action, minimising duplication and increasing

efficiency. Select activities were implemented to cover both components – for example, community conversations have been broadened to focus on multiple topics.

PROJECT: BUILDING THE RESILIENCE OF EDUCATION IN SOMALI REGION OF ETHIOPIA

The climate crisis continues to majorly impact children, youth and education systems of Somali Region; resulting in student and teacher absenteeism, disruption of education cycles, school closure due to damage or displacement of the households due to drought. As such Enhanced Resilience of the education system was a key focus in 2019. SC conducted a school resilience study in 6 schools across 3 Zones. Thus far, a literature review and school level data collection has been completed. Data collection from key informants in the authorities and organizations is currently underway. A school garden pilot was also undertaken in 5 project schools. Adoptability of the gardens has varied based on topography and 3 out of 5 schools have functioning gardens. This pilot received strong support from children and communities, who are taking the practices home with them and reproducing learning. Under aims of increasing access and improving learning, 13 152 (6 986) have been supported. Whilst, the project successfully ensured equal education for girls and boys, the number of children in attendance was 4 000 lower than planned due to political instability and conflict. To support retention in school, 10 337 (F:4 598) received school feeding; countering the mobility pattern of the community that is particularly relevant during drought. Numeracy was shown to have improved an additional 2 percentage points from 5% to 7%. Due to this progress, Numeracy Boost has since been scaled up from 6 to 12 schools. Building on the successful roll out of Literacy Boost, which saw an increase in students' literacy from 2018-2019 by 12% from 10 to 22 %, 109 (F:14) teachers were given refresher training, cascaded by TOT Literacy Boost champions, and reading competitions were conducted for school clusters. To further strengthen the capacity of the Woreda education staff, who have shown strong commitment to project objectives, 24 education officers (F:2) were trained on educational planning, management and budgeting. Addressing gender concerns in the project has proven successful in terms of girls in school. However, the number of female teachers and Woreda education staff remains low. SC continues to lobby for better gender representation in these roles.

Nicaragua

The impacts of the socio-political events in 2018 were evident throughout 2019. The country faced the worst political and socio-economic crisis of the last thirty years, causing lasting effects on the lives of Nicaraguans. According to a report from FUNIDES, the general poverty rate increased by 5,6% and unemployment by 7,0%. Almost 100 000 Nicaraguans have migrated to neighboring countries.

This situation is exacerbated by the effects of climate change in the country. In 2019 the effects of El Niño were felt in several countries situated in the “dry corridor” in Central America. Since June 2019 there was below-average rainfall in Northern Nicaragua resulting in decreased water availability and a poor harvest. These unusually dry conditions also led to food insecurity which particularly affected children’s health and wellbeing.

During the first year of implementation, SC signed an agreement with the Ministry of Family (MIFAN), and an operational plan was agreed upon and implemented with the Ministry of Education (MINED). SC and our strategic and implementing partners executed the activities for year 1 according to plan, bringing us a step closer to the target of this phase out period which is consolidation of results with partners and the transfer of best practices to other stakeholders.

Achievements

Close communication with MINED during the previous and current program enabled the approval of an Operational Plan which targets capacity building of teachers in reading and writing pedagogy for primary school children. The students come from 8 Teacher Training Colleges (national scale) beyond the initial target of 2 (Matagalpa and Jinotega). As a result, a total of 80 teachers (F: 69%; M: 31%), and 727 students (F: 64%; M: 36%) from these 8 public Teacher Training Colleges received training. Strengthened capacity in MINED’s training centers will contribute to reinforcing the existing curriculum of the Teacher Training Colleges and improve the quality of education in the long term. It will also contribute to continuity and sustainability of these initiatives. 16 school MINED personnel (F:6) applied selected tools for classroom follow-up of reading skills indicating the sustainability and practicality of using the tools beyond SC training.

Given the impact of Climate Change and El Niño, the school health activities with MINED adapted content and highlighted the relevance of good nutrition and health in the schools and communities. SC joined social networks and campaigns in support of Fridays4Future, sharing information on individual contributions to reduce the impact of climate change. With ECHO, Start Alliance and SC funds the program provided 1,500 cash transfer (food vouchers) to families with children with acute undernourishment in the same regions as the Norad project.

SC accelerated the implementation of the guideline for educating families and methodological guidelines for teaching children with disabilities in primary education developed in previous Norad framework. In 2019, SC focused on sustaining the results, by transferring knowledge to other key stakeholders like academic institutions and keep up local trainings of networks of parents with children with disabilities. To scale up the coverage of the tools, with support from SC, our partner for disability inclusion work “Los Pipitos” organized ToTs with personnel from their local chapters and established relationships with universities that offer careers in educational sciences, furthering their strategy to pass on best practices to academic institutions to scale up the number of persons trained to promote inclusion of children with disabilities of primary school age in the education system.

The program strengthened the capacity of the MIFAN to better implement their protection activities. It also supported MIFAN’s coordination with a specialized Psychological clinic to pilot a formal collaboration to work with and care for children that are victims of violence. The target for 2019 was fully achieved as 15 victims of violence (F: 10) were provided with needed psychological care. This collaboration will become the long-term alternative to provide specialized psychological care to children and adolescents detected by the protection system led by MIFAN. MIFAN and CSOs that support the protection system were trained and certified through SC’s Step to Protect.

Through MIFAN and SC collaboration, 260 children and adolescents (F: 176) left protection centers and returned to their homes through MIFAN’s “Loving Return Strategy” and were supported with required personal kits to facilitate their process of family reintegration. MIFAN and SC also held internal workshops with technical staff on positive masculinities. This will strengthen the existing MIFAN programs to protect children from violence. Some of the programs that will be targeted: Loving return strategy (where abandoned children return to families), adoption program and the school of values. SC in Nicaragua implemented a Gender Equality Action Plan where staff (from SC and partners) were trained in gender programming and positive masculinities.

To monitor and report on the state of children’s rights in Nicaragua, the CO supported our partner, The Nicaraguan Coordination Federation of NGOs working with Children and Adolescents (CODENI), and its Observatory of Child Rights, to produce and update relevant information, with the active participation of children and adolescents. The Observatory presented a child-informed alternative report to the Universal Periodic Review during the 33rd pre-session of the UN HRC in Geneva in April 2019.

SC progressed toward strengthening the capacity of local administrations to respect and protect the rights of children. In El Tuma-La Dalia, a child rights

agenda for public investment and SDG implementation, developed by 326 girls and 297 boys, was presented to the municipal government, which committed to following up on the recommendations. In El Cua, the municipal government received assistance from SC, other CSOs and children to develop the municipal policy for children and adolescents, which was approved in November. In La Mora, the municipal government and SC collaborated in organizing consultations with 60 girls and boys from 2 communities on the status on child rights. The consultation was carried out by SC in collaboration with the Municipal Government and will serve as the basis for the implementation of a joint project: The children identified the need for more safe, child-friendly spaces, and in response the municipal government will create a park for children in the La Mora community.

In 2019, members of networks such as World Movement for Children, The Power of Girls, the Child Participation Board, and others received trainings from SC on issues such as child rights, gender, disability and child participation. The trainings reached 1 343 children and 251 adults. In collaboration with CODENI, SC organized 29 discussion spaces on children's rights, reaching 25 CSOs, 12 companies, 10 media and 2 municipal governments, on themes such as child rights, participation, migration and trafficking, child rights and business principles and public investment in children.

In 2019, within the framework of 30 @ UNCRC, a study was carried out on the Contribution of SC to the implementation of the Convention on the Rights of the Child in Nicaragua, outlining the contributions of SC to the approval of laws, regulations and policies on the right to education, protection, health, participation and inclusion.

Challenges

The political situation has challenged the implementation of the project in Nicaragua. SC and the strategic and implementing partners executed the planned activities, and signed agreements with relevant Ministries. There were no deviations from the plan for Issues 1, 2 and 3.

Zimbabwe

The situation in Zimbabwe is rapidly deteriorating, with the economic crisis compounded by recurrent droughts. The country is now facing a protracted crisis with a complex set of humanitarian challenges, including climate driven disasters, crop failure over the last two years, rural and urban food insecurity and hyper-inflation (annual rate of 473.1% reported in January 2020)²⁹.

Achievements

During 2019, the programme reached over 80 177 (G: 39 921) learners and over 1 800 teachers in the 146 impact schools. As part of preparing partners for the phase-out, focus was given to building the capacity of district level staff to continue with the project initiatives after the project ends. Through exchange visits to two model districts, partners had an opportunity to observe how they could work differently in their schools and districts.

SC has contributed towards achieving impact through continued adoption of the multisector approach to programming. Successful engagements and collaborations were conducted with the Zimbabwe Republic Police (ZRP), relevant government ministries and Child line for successful implementation of activities and achieving of results at scale. SC has successfully engaged with ZRP, as a strategic partner through trainings, mentoring and coaching on online safety that has resulted in the Victim friendly unit (VFU) reaching out to 23 055 community members. SC equipped the ZRP VFU department with five laptops and two servers that will help in handling child online protection cases. During the same period, the child protection issue facilitated the setting up of the Zimbabwe National child online protection committee with Terms of Reference being drafted and adopted for the functioning of the committee to which SC is secretariat. This was in fulfilment of the Zimbabwe National road map on child online protection.

In an effort to strengthen the capacity of civil society organizations on child rights, SC provided technical support and guidance to the child rights coalition to undertake community consultations, data collection, and draft and produce a comprehensive African Charter on the Rights and Welfare of the Child complementary report. The report highlighted child rights concerns that were raised by children, communities and other stakeholders during the consultations. The report further highlighted Government's reluctance to address recommendations by the African Committee Of Experts such as delays in adoption of the child rights policy and harmonisation of child rights laws. In light of the Norad phase-out the project prioritized two important documents: the National child participation strategy and national Junior Council framework. The National child participation strategy and the National Junior Council framework are frameworks that the Government, civil society and children will utilize to guide them in their child participation activities and the work towards the strengthening of child led initiatives and structures, such as junior councils beyond the programme period.

Challenges

Although most of the planned activities were conducted during the period under review, there were

29 More information available at <https://tradingeconomics.com/zimbabwe/inflation-cpi>.



PHOTO: LUCA KLEVE-RUUD / SAVE THE CHILDREN

some delays in timely implementation due to challenges beyond the country office and partners control. The use of the 3- tier pricing system contributed to distorted prices of goods and services. The change in monetary policies affected disbursements resulting in some partners failing to get their full disbursements before year end. As a result, some uncompleted activities were carried over to 2020.

The training of duty bearers from the MoICT, Education, Police, JSC, MoJLPA on child online protection, was not conducted in 2019, largely because the drafting of the child online protection policy was delayed. This will be included in the 2020 activities.

For further reading

The initial plan was to phase-out of all operating districts at once. However, regular monitoring of partners and the findings of the baseline study, revealed that districts were performing at different capacities. The three districts Rushinga, Gokwe South and Mbire have developed sufficient structures and systems to be able to continue with limited support from SC. However, Mbire need more support on DRR strengthening especially at school level.

RESULTS AND EVALUATIONS 2019

Given that 2019 was the first year of the five-year agreement there are very few results which can be reported on. Rather time and resources have been spent on establishing the baseline which will allow us to measure results for children during the period. The baseline report for the agreement was submitted to Norad on November 22nd, 2019 and contains a comprehensive analysis of results as well as a discussion of some of the challenges related to data collection.

In subsequent communication with Norad and in a meeting between Norad and SCN earlier in 2020 it was nevertheless agreed that it would be beneficial to include additional reporting on the lessons learned related to using the Washington Group Questions (WGQ) and children with disabilities.

Previously SC have attempted to collect data on children with disabilities using the binary method whereby one would ask the question “do you/does your child have a disability” and the answer would be yes or no. This method has shown time and time again to lead to (in most cases) under reporting, either because respondents did not understand the concept or because they did not want to answer through fear of stigma. This is one of the main reasons why the WGQ were developed. The concept of binary disability (yes/no) however still exists in many countries where the Leaving No Child Behind-programme is implemented and is seen as an easier, simpler and cheaper way to collect data. It can be much more easily incorporated into data collecting tools, in the same way as sex (m/f) and does not require any re-training nor pre-testing of tools. This meant that when SCN moved to start using the WGQs it was quite a radical departure from previous methods. Despite spending time on training, awareness raising and pre-testing we still had challenges with data collection. SCN has documented the lessons learned from this process in a longer document³⁰ which can be shared with Norad on request, but some key points are:

- As part of the baseline planning, more time should have been devoted to verification of (contextualized) data collection tools.
- Lack of verified translations into local languages caused delays.
- Furthermore, for local languages that are not fully developed as written languages it is quite resource intensive to ensure proper translation protocols are adhered to. Between three and four persons who have a working knowledge of both the language

in the original (WGQ) questionnaire and the local language, and who also know well the cultural language of the local people are required

- Some challenges were noted in relation to understanding how to administer the questions; lack of ability to properly do the skip logic in the WGQs when digital/KoBo data collection method was developed; and the use of visual appraisal by some enumerators to assess if a child had a disability. Sufficient time and resources need to be allocated for rigorous training of MEAL/programme staff, enumerators and partners (e.g. DPOs) so that all issues that affect the quality of data collected can be addressed before data collection begins. Further capacity building and training support need to cover, among other things, the concepts/technical words in WGQs, skills for administration of the WGQs in the field, development/adaptation of data collection methods such as KoBo, and attitudes/assumptions about disability both among programme staff, enumerators and community members.
- As it was first time for SCN and most of the country offices to use WGQs in surveys, we should have allocated more time to build the competency of all involved in administering WGQ methods, to pilot-test the method with enumerators. Starting to train country offices earlier would probably have mitigated some of the challenges encountered. This was an underestimation on all sides.
- In hindsight, provision of a check-list/template by SCN for documenting notes from pilot-testing of the WGQs by a country office would have helped to identify and address in advance some WGQ implementation issues before actual baseline data collection began. Some of the issues that could have been dealt with in advance included on-spot translation, use of observation by enumerators to assess disability status, provision of explanations/examples by enumerators when asking WGQs, and improper use of the skip-logic.
- The pilot-testing of the WGQs needs to be done as part of pilot-testing of the main data collection tool to avoid the impression of the respondent that data collectors are only interested in some form of sensitive health information rather than on programme services (e.g. the child's safety/wellbeing and literacy)
- Pilot-testing is not only about testing the tool and enumerators' skills, but also it is about testing the data collection supervision and coordination by

³⁰ Report on lessons learned from administration of Washington Group Questions during the baseline data collection for Leaving No Child Behind



PHOTO: ANDREW PACUTHO / SAVE THE CHILDREN

MEAL/programme staff and partners, which needs to be included in a pilot-testing report. Proper pilot-testing was, however, not possible for COs as due lack of time to pilot the tool before the time for actual baseline data collection.

- The sample size of selected indicators was calculated to ensure representability. This enabled SC to document a prevalence of children with disabilities for most cases within the global accepted range (between 6% and 12%). When disaggregating the findings further on gender and particularly on threshold indicators (for ex pass/ not pass), it is seen that the sample size of children with disabilities in some cases became too low to be seen as representative (when calculating percentages). These can be cases where one to three girls and boys with disabilities makes up the whole category, hence their representation equals to 100%. Care should therefore be taken for further disaggregation and use of that data. In addition to determining the sample size, a sampling technique that ensures good representation of sample categories needs to be used.
- Collection of disability disaggregated data is just the beginning to disability inclusion. In order to enable COs use the disability disaggregated data to make programme interventions more disability inclusive

and to achieve more impact, it would be important to provide COs with support and guidance regarding how to use the disability disaggregated data in their programming and planning.

Despite all these challenges there is no doubt that awareness of disability inclusion has increased in country programmes. Some things also worked quite well such as;

- Good collaboration on a global level between SC, UNICEF, the Washington Group and Humanity and Inclusion meant that we were able to gain technical support quickly
- SCN developed webinars to provide a good introduction to WGQs and to explain how/why the WGQs need to be linked to the Norad baseline process. This training was provided two times and was attended by MEAL and programme staff from SCN and country offices and was the first time that materials on the WGQ had been shared in this way within the SC movement. Beyond giving a good introduction about WGQs, these webinars have made all involved to be aware of Norad/SCN's approach for disability data collection and fostered a common understanding of the purpose of collecting disability data which is very crucial for improved

- commitment of all involved, including partners.
- A technical guidance note for administration of the WGQs was prepared by SCN making sure that the guidance was tailored to serve the purpose of the planned baseline survey. The guidance note was shared with all relevant COs so that they could use it for training their staff/enumerators and for use as reference material during administration of the WGQs. The webinar materials and the guidance note can be used at the level of SC movement by making necessary adjustments. This guidance note is now being adapted to be used as the standard with the Save the Children movement
 - After understanding there was a gap in materials in Spanish, SCN used its own funds to finance translation of the Humanity and Inclusion online training on Disability Data in Humanitarian Action into Spanish. This helped greatly to build disability data collection and analysis capacity in the SCN supported Spanish speaking countries and beyond SC.
 - Country office teams also initiated cooperation with national stakeholders. In one country, cooperation was established with a national DPO and relevant government ministries for translation of Washington Group Short Set and CFM into national language. The translation process followed the protocol as shared by Washington Group. The cooperation for the translation further led to the WGQ being socialized among several organisations and institutions available outside SC. In Myanmar, the country office contacted a DPO which had already translated the WGQs into national language and utilized their capacity for training SC and partner staff.

As a result of these learnings SCN had developed a comprehensive capacity strengthening module on the WGQs which was to be implemented in all countries during 2020. However, as this report is finalised the COVID-19 pandemic is still very much current and as such adjustments are being made to determine how to deliver the training remotely as well as what implications lock downs and closed schools will have on data collection.

Research, evaluation and learning plan

During the first year of the agreement SCN established cooperation agreements with Chr Michelsen Institute on teenage pregnancy and early marriage in Malawi and InformEd on School Leadership and Management in Nepal. Both research projects made steady progress during the year and more information can be found in the education and child protection chapters. Once most substantial reporting is available it will be shared with Norad. Both research projects are currently partly on hold given the COVID-19 situation with the field work in Nepal postponed until later in the year. We will inform Norad should there be any further delays.

All other research, evaluation and learning studies are planned to start from year 2 and 3 however once we see the impact of COVID-19 SCN will make necessary adjustments and resubmit and updated plan in November 2020.

Given the static amount of award from Norad SCN has developed a phased budget for the research, evaluation and learning plan which takes into account that there is less activity in years one and two, increasing in years three and four and less again in year five. This phased budget is based on the understanding that underused funds in years one and two can be carried forward and will be used in later years when the volume increases. Hence for 2019 there is an underusage of approximately 900 000 NOK which is formally requested to be carried over to 2020.

ANNEXES

**Annex 1:
The Norad standard menu of indicators**

**Annex 2:
Baseline report,
submitted the 22nd of November 2019**

Results Framework/Menu of Indicators for Norwegian ODA to Education for Development							
Objectives/outcomes/outputs	Indicators	Disaggregation	2019 Annual Report SCN	Reporting countries	Indicator level	Context (Emergency, Long-term Development)	Suggested Means of Verification
Core indicators:	C1: # of students enrolled in target educational institutions.	Sex Primary, lower secondary, TVET, upper secondary If available: Type of marginalisation (disabilities, minorities, orphans, etc.)	Basic Education: Total: 647,081 (G:320,354; B: 326,727) CWDs: 17,101 (G:7,638; B: 9,463)	Cambodia*, Colombia*, Ethiopia, Guatemala, Lebanon*, Malawi*, Mozambique*, Myanmar*, Nepal*, Nicaragua*, Niger*, oPt*, Somalia*, South Sudan*, Uganda*, Zimbabwe *CWD disaggregation from EMIS	Output	Emergency, LTD	EMIS, enrolment records
	C2: # of classrooms constructed or rehabilitated	Primary, lower secondary, TVET, upper secondary Type of learning space: Permanent, temporary, tents Construction/rehabilitation	Basic Education: Total: 422 Permanent schools: 254 (Constructed: 6; rehabilitated: 248) Temporary/semi-permanent: 168 (Constructed: 19; rehabilitated: 149)	Cambodia, Lebanon, Mozambique, Nepal, Somalia, South Sudan	Output	Emergency, LTD	Project records, completion reports
	C3: # of students in target educational institutions provided with learning materials	Sex Primary, lower secondary, TVET, upper secondary Mother tongue/Non-mother tongue	Basic Education: Total: 31,520 (G: 11,306; B: 20,214) CWDs: NA	Cambodia, Ethiopia, Lebanon, Nepal, South Sudan	Output	Emergency, LTD	Project records
	C4: # of parent teachers associations or school management committee members trained	Sex, primary, lower secondary, TVET, upper secondary	Basic Education: 7,471 (F: 3,712; M: 3,759)	Colombia, Ethiopia, Lebanon, Malawi, Mozambique, Myanmar, Nepal, Niger, Somalia, Uganda, Zimbabwe	Output	Emergency, LTD	MoE, EMIS, school records, minutes from meetings
	C5: # of educational staff trained	Sex Primary, lower secondary, TVET, upper secondary	Basic Education: 9,386 (F: 4,045; M: 5,341) Teachers: 6,910 (F: 2,705; M: 4,205) Government education staff: 2,120 (F: 1,093; M: 1,027) Other educational staff: 356 (F: 247; M: 109)	Cambodia, Colombia, Ethiopia, Lebanon, Malawi, Mozambique, Myanmar, Nepal, Nicaragua, Niger, oPt, Somalia, South Sudan, Uganda, Zimbabwe	Output	Emergency, LTD	Attendance records
Menu of Indicators							
Goal: Poverty reduction							
Programme objective 1: All children start and complete basic education	1.1: % and # of students in supported educational institutions who complete primary/lower secondary/alternative learning programmes.	Sex: Male, Female	N/A		Outcome	LTD	Examination records, school records
	1.2: % and # of students enrolled in grade x in supported learning institutions that remain in the learning institution the following year (choose grade that is relevant to your programme)	If available: Type of marginalisation (disabilities, minorities, orphans, etc.)	88% (G: 89%; B: 86%)	Myanmar, Somalia	Outcome	Emergency, LTD	EMIS, school records
Outcome 1.1: Parents and local communities are engaged in education	1.1.1: # of out of school children supported to enroll into educational institutions	Sex If available: disabilities, minorities, orphans, etc.	Total: 196 (G: 125; B: 71) CWDs: 35 (G:17; B: 18)	Nepal, South Sudan	Output	Emergency, LTD	Enrolment records
Outcome 1.2: School infrastructure	1.2.1: # of toilets constructed or rehabilitated	Sex, both sexes	Total: 44 (Constructed: 10; Rehabilitated: 34)	Lebanon, Nepal, Somalia, South Sudan	Output	Emergency, LTD	Project records, completion reports
	1.2.2: # and % of supported educational institutions with feeding programmes		25 % (27 educational institutions)	Uganda	Output	Emergency, LTD	Project reports
	1.2.3: # of educational institutions with new/improved access to clean and safe drinking water		Total: 55 (New water source: 9; Improved water source: 46)	Lebanon, Mozambique, Nepal	Output	Emergency, LTD	Project record
Outcome 1.3: Education policies and plans promote equality and inclusion	1.3.1: # policies and plans developed/revised to include inclusive education (national or provincial)	National, Provincial	N/A	Reported at outcome level (BL, MT, EL)	Outcome	LTD	Project record
	1.3.2: # of scholarships/conditional cash transfers/fee waivers etc to marginalised students	Sex Primary, lower secondary, Type of marginalisation (e.g: disabilities, minorities, orphans, etc.)	Basic Education: 440 (G: 320; B: 120) CWDs: 33 (G:15; B: 18)	Somalia*, South Sudan *CWD disaggregation	Output	Emergency, LTD	Project record
Programme objective 2: All children and young people learn basic skills and are equipped to tackle adult life	2.1: % and # of students in supported educational institutions achieving minimum proficiency level in reading/mathematics/other subject (choose topic that is relevant to your programme) in grade x (choose grade that is relevant to your programme)	Sex If available: Type of marginalisation (disabilities, minorities, orphans, etc.)	Reported at BL 2019	See BL report	Outcome	Emergency, LTD	National learning assessments/ Project specific assessments
	2.1.1: # of textbooks provided to supported educational institutions		14 864	Nicaragua, oPt, Somalia, Uganda	Output	Emergency, LTD	Project records
Outcome 2.2: Improved teacher workforce	2.1.2: # of new/improved curricula developed	Type of curricula	N/A		Output	Emergency, LTD	Curricula document(s)
	2.2.1: # of teachers supported to obtain teacher qualification as per government set standard.	Sex	20 (F: 4; M: 16)	Somalia	Output	LTD	Teachers diploma, proof of qualification
	2.2.2: Pupil-qualified teacher ratio		N/A		Output	Emergency, LTD	EMIS, school records
	2.2.3: # of teacher management policies and plans developed		N/A		Output	LTD	Policy and plan documents
Programme objective 3: Young people develop skills that enable them to find gainful employment	2.2.4: # and % of supported educational institutions visited by inspector/supervisor one or more times in last school year.		85%* (278 schools)	Mozambique; Niger, Somalia, Uganda * of total # supported school in reporting COs	Output	Emergency, LTD	School records, visitors book
	3.1: % and # of students who are regenerating their own income/in tertiary education after completing upper secondary education or vocational training in supported educational institutions	Sex Work/tertiary education	N/A		Outcome	Emergency, LTD	Project reports, student tracking system
	3.2: % and # of students in supported educational institutions who completed/passed vocational training programme.	Sex	N/A		Outcome	Emergency, LTD	Project reports, administrative records, exams, certificates
Outcome 3.1 Improved capacity and relevance of TVET-provision and upper secondary education	3.1.1: # of TVET trainers supported to obtain qualifications as per government set standards	Sex	N/A		Outcome	LTD	Project reports, teacher qualification documents
	3.1.3: # of new/improved curricula with input from private sector and/or labour market analysis	TVET/Upper Secondary	N/A		Output	LTD	Curricula document(s)
	3.1.2: # of apprenticeships established		N/A		Output	Emergency, LTD	Project documents
	3.1.4: # of scholarships/ conditional cash transfers/ fee waivers etc to marginalised youth in TVET and upper secondary	Sex TVET/Upper Secondary Type of marginalisation (e.g: disabilities, minorities, orphans, etc.)	N/A		Output	Emergency, LTD	Project documents
	3.1.5: # of private sector – education authorities collaboration established		N/A		Output	LTD	Collaboration documents



Baseline

NORAD Framework Agreement 2019 – 2023

Agreement QZA-18/0373

Submitted by SCN 22nd November 2019

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Introduction

This baseline report and updated results framework covers SCN aggregated outcome level indicators from the 12 countries¹ included in the Leaving No Child Behind agreement.

Between April and October more than 5800 students have participated in literacy assessment, another 5400 have given their perception on safety and wellbeing. More than 400 schools have been visited and the competency of approximately 750 teachers assessed. At community level 2800 caretakers have shared their opinions on parenting and discipline and another 3400 have given their opinion on child marriage. In addition, the organizational capacity of 70 partners have been assessed.

The updated aggregated results framework should be read in conjunction with the baseline annexes. The baseline annexes contains reflections on both the results as well as the challenges which have occurred during data collection.

SCN is very proud to submit this baseline, having invested a lot of time and resources in the most robust data collection process we have ever led. We recognize that the scope and value of the framework agreement with Norad demand a high level of quality and rigor in our MEAL (monitoring, evaluation, accountability and learning) systems and we hope that the efforts undertaken by ourselves, country offices and not least partners are reflected in these deliverables.

Summary of baseline results and results framework

Children learn and are safe in a quality learning environment

1.1.1 Children meeting expected proficiency level in grade x in literacy.

The proficiency level in literacy ranges from 5% in South Sudan (girls 3%: boys 6%), to 62% in Somalia (girls 60%: boys 64%). The girls score better than boys in Lebanon, Palestine, Myanmar, Colombia and Guatemala, while the boys score better than the girls in Niger, Somalia, South Sudan and Uganda. For all countries where children with disabilities (using Washington Group Questions) have been assessed, the CWDs are worse off than their peer students, ranging from 10%-points lower scores in Lebanon, to 2%-points lower scores in Myanmar.

Mozambique is the only country where none of the assessed children meet expected proficiency level compromising both reading fluency and listening comprehension. When looking at the two competencies separately we see the following: 9% of children assessed met the threshold for reading fluency and 9% for listening comprehension. There was no difference between girls and boys except for a slightly higher percentage (10%) of girls who met the fluency threshold. The language of instruction in Mozambique is Portuguese, whilst 95% of assessed students have another mother tongue. The challenges with learning in a 2nd language, are believed to be one of the main reasons for no students passing both competencies, and also the rather low score on listening comprehension seen in isolation.

¹ Except literacy indicators for Niger and Nepal

All country offices have used literacy tests streamlined either to government tests (where available) or other used literacy tests at country level. These have further been adapted to grade level tested, and proficiency level set accordingly. Due to use of different tests, the results are not comparable between countries, and values will not be aggregated.

See annex 1 for country office baseline values, targets and assessment information.

1.2.1 Children attending school who have been physically punished by the teacher the last 12 months

Across the countries, half (50%) of the students report that they have been physically punished by a teacher during the previous 12 months. The results range from 73% in Myanmar (girls: 66%; boys 80%) to 18% in Lebanon (girls: 13%; boys 23%).² Boys are more exposed to physical punishment than girls; at the global level 52% versus 47%. This is also the case in the individual countries, except South Sudan where girls report higher level of punishment, than boys, and in Guatemala where the scores are equal.

56% (girls: 49%; boys 62%) of children with disabilities report being physically punished by their teachers. This is visibly higher than their peers without disabilities, where 43% (girls 39%; boys 47%) report exposure to violence by teachers.³

1.2.2 Children who report to feel well and/ or safe in school.

The % of children who report feeling well and/ or safe varies largely between countries. Due to the subjective nature of this assessment, SCN asked the country offices to select and adapt the tools used to fit their context. In Palestine a summary question on feeling safe and comfortable in school was used, while the other countries have a larger set of questions addressing feeling of safety/ dangers; and relations between adults and students, and between peers. As assessments vary between countries, the results will not be aggregated, and comparison between countries will not give any accurate picture on the level of safety and wellbeing as seen by the children between them.

The country specific results range from only 15% in Myanmar (girls 20%; boys 9%) to 89% in Palestine (girls 89%; boys 91%). In three countries girls and boys reported the same, while in Myanmar, Somalia, South Sudan, Uganda and Colombia more girls than boys report to feel safe and/ or well. Malawi is the only country where boys (38%) feel safer/more well than girls (34%). The proportion of children with disabilities who felt safe/well was visibly lower than their peers in all countries, ranging from 19%-points lower in Nepal to 11%-points lower in Myanmar. When gender and disability are considered together the gap in feeling of safety/wellbeing was often higher between girls with disability and girls without disability, for example in Nepal (29% vs 54%), than the gap in the sub-sample of boys (41% vs 54%), exhibiting the influence of multiple factors of disadvantage (being girls and disabled) on the feeling of safety in children. The data showed that disability had more influence on feeling of safety among girls than among boys, except in the case of Guatemala, where the gap was higher in boys. The case of Palestine also demonstrates even in situations where boys with disabilities do not feel less safe than boys without disability, much lesser proportion of girls with disability (65%) than girls without disability (90%) reported to feel safe/well in and around school.

² Lebanon Country Office have concerns for under reporting. See indicator 2.2.3 and annex 4 (Ethics and Child Safeguarding).

³ Reporting countries: Lebanon, Palestine, Myanmar, Guatemala.

When looking across both these indicators (1.2.1 and 1.2.2), for example in Myanmar, one can see a link between % boys who reported being physical punishment by a teacher (80%) and the low number who feel safe/well at school (9%).

See annex 2 for country office baseline values, targets and assessment information.

1.3.1 Teachers who demonstrate professional teaching practices

The countries have used their own tools, either classroom observation and/ or teachers' self-assessment. These have been adapted to the country specific programme approach and context and further developed as monitoring tools. As the tools are diverse, the results from each country office will not be aggregated.

The baseline values from Lebanon, shows that 0% of the teachers observed met the expected level for professional teaching practices. The threshold for this indicator was set to 70% and the average score was 44%. Analysis shows that the teachers are missing some key competencies which the programme will focus on during the implementation period. The same was observed in Myanmar, where 5% are observed as meeting the set threshold (female: 5%; male: 0%). At the other end of the scale, 69% of the teachers in Colombia (female: 69%; male 67%) met the threshold, and 67% in Palestine (female: 70%; male: 54%). In Colombia teachers in general have high levels of education but are missing key competencies to support children's learning, as could be concluded by the low proficiency rate in literacy of 10%. It was also found that the tool did not perhaps allow for nuances in the assessment and will be revisited before midterm. The remaining countries the range is between 10% and 37%.

See annex 3 country office baseline values, targets and assessment information.

1.4.1 Schools with functional risk-informed school improvement plans.

Less than a quarter (23%) of assessed schools, have functional risk-informed school improvement plans in place. In Palestine, 65% of the schools have these plans, while in Lebanon there are 0 schools/ centers with this in place. In Nepal only 4% of the schools have school improvement plans which meet the criteria, whilst in Colombia and Somalia it's 6% of schools. The remaining countries range from 14% to 48%.

The tool is designed to address three key elements: the degree of follow-up of agreed actions; a holistic approach to school management and planning (including risk management); and the degree of participation in school management by different school actors.

1.5.1 Number of government policies and plans developed and/or revised ensuring safe, inclusive quality education.

Save the Children country offices have identified 17 policies and/or plans at national and/or sub-national level which will be addressed through advocacy and targeted interventions during the course of the agreement with Norad. Inclusive Education policies will be addressed in Somalia, Uganda, South Sudan and Colombia. Other topics addressed are general education policy and strategies (Nepal; Niger; Colombia); ECD policy (Somalia); and policies and plans related to school safety/ safe schools (South Sudan; Colombia). Four of the documents will be at national level, while remaining 13 at sub-national level.

Children are protected; violence against boys and girls is not tolerated

2.1.1 Reenrollment of married girls and teenage mothers to school.

260 of the girls registered to have dropped out of school because of early marriage and/or teenage pregnancy, have been re-enrolled in school. Highest re-enrollment is found in Malawi with 131 girls, while in Niger only 4 re-enrolled. These were however at primary level and account for 15% of those who dropped out due to early marriage and/or teenage pregnancy.^{4 5}

2.1.2 Proportion of girls who drop-out due to early marriage and teenage pregnancy

10% of the girls dropping out from school, do so because of early marriage and/ or teenage pregnancy. The highest drop-out rate for this category, is registered in Niger (14%) followed by Malawi (13%), Mozambique (12%) and Uganda (3%).⁶

The data has been collected at primary and secondary school level.⁷ Including the lower grades of primary level, is one identified reason for the results being low. In a study from Malawi, it is reported that 30% of girls dropping out of secondary school, did so due to pregnancy or early marriage (Lusinje 2015). In comparison, the baseline data shows 13% from Malawi. SCN is concerned that the drop-out numbers are under-reported and sees a need to investigate if other resources can be more reliable. One option is to assess if community structures are better placed to have a fuller picture of the actual situation.

2.2.1 Community members who believe child marriage is an unacceptable practice⁸

64% (65% female: 65% male) of the community members assessed believe child marriage is an unacceptable practice. Malawi is highest with 80% (female 80%: male 79%) not agreeing to child marriage, while in Niger 32% (female 33%: male 31%) do not agree with child marriage practices.

To assess this indicator emphasis have been given on attitude questions in a KAP survey (Knowledge, Attitude and Practices), with the intention of analyzing the change in attitude at midterm and end line. The countries with a high % score of community members who believe child marriage is not acceptable at baseline, are explained by that the attitude is not reflected in actual practice. The indicator on communities which have declared themselves free of child marriage (11%) supports this assessment.

⁴ In Niger data presented are from primary schools only (grade 1-6). Data collected at secondary schools were assessed not to be reliable.

⁵ Nepal will report baseline data on number of girls re-enrolled at the end of 2019. This is due to programme approach, where married girls and young mothers identified in the intervention communities through the year have been targeted for intervention with the aim of re-enrollment by December.

⁶ Nepal will not report directly on this indicator but will document the proportion of married girls and teenage mothers who drop-out of school. The baseline results show that 61% of girls getting pregnant and/or marry early, drop out of school, while the remaining 39% continue schools.

⁷ See footnote 4 for exception.

⁸ This indicator is changed from % of community members who have demonstrated a change in attitude towards early marriage, disaggregated by sex & age, to % of community members who believe child marriage is an unacceptable practice, by sex. The change is done to cater better for the KAP survey used. The change in attitude will be part of the analysis for midterm and end line.

2.2.2 Communities which have declared themselves free of child marriage.

Across four countries, 11% (18 communities) have declared themselves free of child marriage. The highest rate is found in Malawi with 20% of the communities having this declaration, while in Mozambique none of the intervention communities have stated this yet.⁹

Ensuring girls who experience early marriage and/ or teenage pregnancy is one element to ensure no child is left behind. To meet the need to gain further knowledge of the country specific contexts for better addressing the challenges, SCN is collaborating with CMI on a research related to teenage pregnancy and early marriage in Malawi. In addition, the country offices in Niger and Nepal have initiated own research on the topic, on early marriage in humanitarian contexts and self-initiated early marriage respectively. These studies are meant to inform both advocacy work and further programming.

2.2.3 Children aged 1 – 17 years that have experienced any physical and/ or psychological aggression by parent/caretaker in the past month.

Across five¹⁰ countries where caregivers have given information on disciplinary practices 81% of the children have experienced physical and/or phycological aggression from the caretaker the last month. At the aggregated level, there is no difference between girls and boys. In South Sudan 100% of the children experienced physical violence and/or psychological aggression, followed by Myanmar where 97% (girls 97%; boys 98%) of children are exposed to Physical and Humiliating Practices (PHP). The lowest prevalence is found in Guatemala, with 54% (girls 52%; boys 56%).¹¹

It was only Myanmar who disaggregated the caregiver informed indicator for children with disabilities. Here CWDs score 100% on PHP. It should however be noted that Myanmar also has a very high proportion of 97% for children without disability who experienced PHP.

In Palestine, Lebanon and Mozambique, the children themselves answered question about punishment at home. 32% of the children reported to have experienced punishment at home, with a notable difference between 27% of the girls and 39% of the boys. For Palestine and Lebanon which also disaggregated by children with disabilities, the children with disabilities reported a slighter lower exposure to punishment at home than their peers (32% versus 34%). This exemplifies how results in comparable smaller samples when further disaggregated can give unexpected results. In Lebanon children with disabilities scored 9%-point lower than their peers, which is not in line with what was expected, while in Palestine the CWDs reported 5%-point higher than their peers.

Looking at punishment at home as reported by the children themselves, they seem low. For Lebanon, the results from a household survey conducted by UNICEF in 2016, shows that more than 57% of children aged 1 – 17 years, were subject to at least one form of psychological or physical punishment by a household member during the last month. The proportion reported here (28% for Lebanon) is in comparison low. There is a concern of underreporting due to children being shy to answer direct questions on experience of violence. This

⁹ This is the first time Mozambique will work with this type of intervention; hence it is natural the baseline results to be zero.

¹⁰ Data for this indicator is collected through caregiver survey, part of Parenting without Violence programme approach. This tool has been used in Myanmar, Nepal, South Sudan, Uganda, Guatemala, and Somalia (see footnote 11)

¹¹ Somalia is currently verifying the data collected by this tool and have therefore not included in the aggregated calculation There are concerns on the reliability of the data-collection. Baseline data will be reported when verification process is finalized or, if so decided, a new baseline is collected.

also results in a concern on setting targets. It is believed that as the children gain more knowledge on their rights, the reporting on violations of their rights might increase in the short run.

2.2.4 Proportion of parents/ caregivers who believe that punishment is acceptable.

63% of parents and/or caretakers assessed, believe that that physical and humiliating punishment is acceptable. There is a gap between female caretakers, where 65% believe punishment is acceptable, compared to the male caretakers where 57% believe punishment is acceptable. The highest level of support for punishment as a disciplinary method is recorded in South Sudan with 88% (female 89%; male: 85%), followed by 72% in Myanmar (female 74%; male 67%) and Guatemala (female 73%; male 62%). The lowest proportions observed of those who accept punishment was 48% in Uganda (female 53%; male 39%).¹²

2.3.1 Child protection cases identified and registered during the last 12 months, that were responded to by CP mechanisms.

Less than half (42%) of child protection cases identified and registered the last 12 months, were responded to across three reporting countries for baseline.¹³ There is a notable difference between response rates for cases concerning girls where 39% were responded to compared to 48% of the cases concerning boys. The highest response rate is found in Nepal, with 88%, while in Uganda the rate is 22%.

South Sudan, Guatemala and Myanmar have not reported this indicator at baseline, as they will start collecting this data upon programme implementation of establishing and/or strengthening documentation of child protection case management for formal and/or community-based protection programming. These countries will report from midterm.

2.3.2 Proportion of community child protection mechanisms which are active in identifying & registering, referring, and/ or responding to child protection cases.

33% of community-based child protection mechanisms are assessed to be active. The lowest score is found in Nepal, with 11% of assessed mechanisms being active, while in Uganda and Somalia it is 42% and 46% respectively.¹⁴

The country offices have contextualized the tools based on guidelines that a community child protection mechanisms needs to meet at least five criteria concerning: regular meetings held; implementation of agreed action points; community mobilization; working relationship or coordination with case workers and/ or service providers, and identification and referral of CP cases to be considered “active”.

The threshold to meet the five criteria above, can be one reason why community child protection mechanisms in Nepal scores 11% which is comparatively low to the response rate on child protection cases on 88% (reported above). For a community child protection mechanism to respond to a case, they strictly interpreted only need to meet the criteria of “identification and referral” and “coordination with caseworkers/ service

¹² See footnote 11

¹³ Nepal, Somalia and Uganda.

¹⁴ Reporting countries at baseline: Nepal, Somalia, Uganda. For midterm also Guatemala and South Sudan will report.

providers". Secondly, community child protection mechanisms (non-formal) is only one stakeholder used in reporting on case response, where formal protection mechanisms are also included.

Children's rights are implemented

3.1.1 Proportion of civil society partner capacity enhancement milestones met

This indicator will be reported based on planned capacity building initiatives for all implementing partners of SC at country level. As such, the indicator does not have a baseline per se. Rather during the first year of the agreement with Norad, 70 civil society partner organisations have undergone capacity strengthening assessments and developed milestones to be monitored for the remainder of the period. Examples of activities undertaken will be included in annual reporting and the results from this indicator reported on at midterm and end line.

3.2.1 Number of supplementary report prepared and submitted to international bodies that are child led/ informed

This indicator will be reported against scheduled country level reporting to international bodies, this being the UNCRC, the UPR or regional level reports. As such there is no baseline value. The assessment of upcoming scheduled reports shows that until 2023, 22 supplementary reports will be submitted, on which 7 are planned to be child-led and the remaining child-informed.

In the previous framework agreement with Norad SCN reporting on this area focused on supplementary reporting being child informed as key indication that children are consulted on their opinions. We learned however that in some cases this was tokenistic and that being child-informed did not need to mean more than a focus group with children was conducted before submission of the civil society report. Based on this SCN has changed this indicator to better reflect that for us as child rights organization we consider child-led to be the gold standard and are interested in monitoring this aspect. Child-informed supplementary reporting is a minimum requirement from our perspective and so to complement the quantitative part of this indicator we will also conduct qualitative studies to document children's own perceptions of the quality of their participation.

3.2.2 Government mechanism for coordination of policy, strategy and implementation plan for children which are well resourced with finance and human capacity

This is a global Save the Children composite indicator consisting of four components. Each country programme may report on one or more of the subcomponents depending on the nature of their programme and SCN will undertake results harvesting to provide a comprehensive picture of the results. The sub components cover; establishment of a government mechanism for coordination of policy on children's rights or where one is already established that it is properly resourced (properly resourced refers to funds, roles and responsibilities and staff capacity); government children's strategy or implementation plan (including national plan of action, children's act or follow up on the UNCRC recommendations) put in place and where it is in place it is being followed; existence of independent national and regional institutions that monitor the situation of children's rights (ombudsman, children's parliament, child rights commissions, coalitions and federations of CSOs for child rights) and government institutions trained on child rights. As this is a composite indicator it is not possible to develop an aggregated baseline or targets. Instead these will be included within individual country results frameworks.

Results Framework SNC Norad Framework Agreement 2019 – 2023

Note: this results framework should be read in conjunction with the annexes provided in the document.

Outcome indicators: Children learn and are safe

Outcome	Indicator	Baseline	Targets	Frequency	Data Sources	Comments	Countries reporting
1.1	1.1.1 # of Countries showing a progression in literacy (by country)	See Annex 1 on CO reporting	Midterm (end 2021): All countries showing a minimum of 3%-point increase from baseline End line (end 2023) All countries showing a minimum 5%-point increase from baseline	Baseline (2019) Midterm (2021) End line (2023)	Project/national assessments for example EGRA, UWEZO, ASER	At country level the indicator will be % (& #) of children meeting expected proficiency level in grade X in literacy (by sex and disability) (Norad 2.1)	Colombia, Guatemala, Lebanon, Malawi, Mozambique, Myanmar, Nepal, Niger, Palestine, Somalia, South Sudan, Uganda
1.2	1.2.1 % (& #) of children currently attending school who have been physically punished by a teacher during the last 12 months (by sex and disability)	50% (2543 children) (g: 47%; b: 52%)	Midterm 2021: Total: 37% (g: 36%; b: 39%; CWDs 47% (CWD g: 44%; b: 50%)) End line (2023) Total: 25% (g: 25%; b: 25%)	Baseline (2019) Midterm (2021) End line (2023)	Survey/child self-reporting		Guatemala, Lebanon, Malawi, Mozambique, Niger ¹⁶ , Palestine, Somalia, South Sudan, Uganda, Myanmar ¹⁷

¹⁶ Niger will collect baseline data in November 2019. The data-collection was originally planned for May 2019 and was to be coordinated with the data collection for the DEVCO/ Institute for Development Studies (IDS/ University of Sussex) programme which has some overlap with the Norad supported schools, to minimize the participant burden. However due to unforeseen circumstances the baseline data collection has been delayed until November and will be shared with Norad as soon as it has been finalized.

¹⁷ Myanmar is a new country office reporting on this indicator.

Outcome	Indicator	Baseline	Targets	Frequency	Data Sources	Comments	Countries reporting
		CWDs: 56% (g:49%; b: 62%) ¹⁵	CWDs: 25% (g. 25%; b: 25%)				
	1.2.2 # of Countries showing a progression in % (& #) of children reporting feeling well/and or safe within the school (by country)	See annex 2 on CO reporting	Midterm: 9 of 12 countries with 10%-point increase from baseline End line: 8 of 12 countries with 20%-point increase from baseline ¹⁸	Baseline (2019) Midterm (2021) End line (2023)	Survey/child self-reporting	At country level the indicator will be % (& #) of children who report feeling well/ and or safe within the school (by sex and disability) ¹⁹ Country contextualized forms will be developed hence indicator cannot be aggregated	Colombia, Guatemala, Malawi, Myanmar, Nepal, Niger, Palestine, Somalia, South Sudan, Uganda
	1.2.3 Qualitative study: How can child participation contribute to safer learning environments						

¹⁵ Reporting COs on CWDs at baseline: Lebanon, Palestine, Myanmar, Guatemala. Additional countries will report on CWDs at midterm: Niger, Malawi, South Sudan, Uganda.

¹⁸ Due to high baseline values, three countries do not expect a 10%-points increase for midterm, and four 20%-point increase for end line. See annex 2 for country level details.

¹⁹ Countries disaggregating on CWDs at baseline: Palestine, Myanmar, Nepal, Guatemala. Additional will report on CWDs for midterm: Malawi, South Sudan, Colombia and Niger

Outcome	Indicator	Baseline	Targets	Frequency	Data Sources	Comments	Countries reporting
1.3	1.3.1 # of countries showing a progression in % of teachers who demonstrate professional teaching practices, by sex	See annex 3 on CO reporting	Midterm: 9 of 12 countries with 10%-point increase from baseline End line: 8 of 12 countries with 25%-point increase from baseline ²⁰	Baseline (2019) Midterm (2021) End line (2023)	Monitoring data; Classroom observation, teacher self-assessments	At country level the indicator will be % (#) of teachers who demonstrate professional teaching practices, by sex. COs will define thresholds of professional teaching practices based on interventions and context hence indicator should not be aggregated	Colombia, Guatemala, Lebanon, Malawi, Mozambique, Myanmar, Nepal, Niger, Palestine, Somalia, South Sudan, Uganda
1.4	1.4.1 % (#) of schools with functional risk informed school improvement plans, in place	23% (100 schools)	Midterm 2021: 50% of schools End line 2023: 75% of schools	Baseline (2019) Midterm (2021) End line (2023)	FRI-SIP tool		Colombia, <u>Guatemala</u> , Lebanon, Malawi, Mozambique, Myanmar, Nepal, Niger, Palestine, Somalia, South Sudan, Uganda
1.4.2 Qualitative studies: How can participatory school management support improved and safer quality learning in school?							Malawi, Nepal, Somalia, Uganda
1.4.3 Qualitative studies: Local civil society's (communities) contribution to improved learning outside school.							Guatemala, Lebanon, Palestine, Uganda

²⁰ Three countries do not expect a full 10%-points increase for midterm, and four countries have targets less than 25%-points increase for end line, see annex 3 for more information.

Outcome	Indicator	Baseline	Targets	Frequency	Data Sources	Comments	Countries reporting
1.5	1.5.1 # of educational policies and plans developed and/or revised, including policies on inclusive education, with support by SC, by type of policy and level (national and/or sub-national) (Norad 1.3.1)	See footnote on gap analysis ²¹	Midterm 2021: 5 documents developed/revised End line: 17 documents developed/revised 4 on national level and 13 on sub national level	Annually Detailed analysis for midterm (2021) and end line (2023)	Gap analysis and project reports		Colombia, Nepal, Niger, Somalia, South Sudan, Uganda
	1.5.2 Qualitative studies: Contribution of civil society organizations (SC included) and partners to hold duty bearers to account for children's right to safe, quality education						

Table 1: Outcome indicators: Children learn and are safe

²¹ Gap analysis have identified the needs within thematic area: Inclusive education policy; Early Development policy; general education policy/procedures, and school security and safety. Four documents will be at national level, while remaining 13 on sub-national level.

Outcome indicators: Children are Protected

Outcome	Indicator	Baseline	Targets	Frequency	Data Sources	Comments	Countries reporting
2.1	2.1.1 % and/or # married girls and teenage mothers reenrolled to schools	260 girls	Midterm: 1000 girls End line: 2000 girls	Baseline (2019) Midterm (2021) End line (2023)	Project case follow-up records and school records		Malawi, Mozambique, Nepal ²² , Niger, Uganda
	2.1.2 Proportion of girls who drop out of school because of child marriage and teenage pregnancy	10% ²³	Midterm: 6% End line: 3%	Baseline (2019) Midterm (2021) End line (2023)	Attendance registers and records from target schools		Malawi, Mozambique, Niger, Uganda; Nepal ²⁴
2.2	2.2.1 % (& #) of community members who believe child marriage is an unacceptable practice, by sex ²⁵	64% (2328 community members) (f:63%; m: 65%)	Midterm: 71% (f: 71%; m: 71%) End line:	Baseline (2019) Midterm (2021) End line (2023)	Knowledge, attitudes and practice surveys		Malawi, Mozambique, Nepal, Niger, Uganda

²² Nepal will report baseline data on number of girls re-enrolled at the end of 2019. This is due to programme approach, where married girls and young mothers identified in the intervention communities through the year have been targeted for intervention with the aim of re-enrollment by December

²³ SCN has concerns for under-reporting and will investigate further how to better capture this data at country level.

²⁴ Nepal will not report directly on this indicator. They will report on proportion of girls affected by early marriage and/ or teenage pregnancy, who drop out of school.

²⁵ This indicator is rephrased from: % of community members who have demonstrated a change in attitude towards early marriage, disaggregated by sex & age

			80% (f: 80%; m: 80%)				
2.2.2 % (& #) of communities which have declared themselves free of child marriage	11% (18 communities)	Midterm: 35% End line: 65%	Baseline (2019) Midterm (2021) End line (2023)	Project reports, public declarations			Malawi, Mozambique, Nepal, Uganda
2.2.3 % (& #) of children aged 1-17 years who experienced any physical punishment and/or psychological aggression by parents/caregivers in the past month (sex and disability)	Reported by caregivers: 81% (2373 children) (g: 81%; b:81%) CWDs: 100% ²⁶ Reported by children: 32% (g: 27%; b:39%) CWDs: 32% (g: 31%; b: 36%) ²⁷	Midterm (reported by caregivers): 65% (g:65%; b: 65%) End line: 50% (g:50%; b: 50%) Reported by Children: Midterm:	Baseline (2019) Midterm (2021) End line (2023)	Caregiver survey (Parenting without violence) ²⁸ Child self-reporting ²⁹			Guatemala, Myanmar, Nepal, Somalia ³⁰ , South Sudan and Uganda Mozambique, Palestine and Lebanon

²⁶ Only Myanmar reporting at baseline.

²⁷ See summary baseline 2.2.3 and annex for concerns of under-reporting by children and challenges setting targets.

²⁸ Tool used by Myanmar, Nepal, Somalia, South Sudan, Uganda and Guatemala.

²⁹ Assessment approach used by Lebanon, Palestine and Mozambique

³⁰ Somalia are currently verifying the data collected with this tool and have therefore not included in the aggregated calculation There are concerns on the reliability of the data-collection. Baseline data will be reported when verification process is finalized or, if so decided, a new baseline is collected.

		32% (g:27%; b: 39%) CWDs: 40% (g:32%; b: 48%) End line: 24% (g: 24%; b: 24%) CWDs: 24% (g:24%; b:24%)				
2.2.4 % (& #) of parents who believe that punishment is acceptable, by sex	63% (2054 parents/ caretakers) (f:65%; m: 57%)	Midterm: 52% (f:54%; m: 48%) End line: 42% (f:42%; m: 42%)	Baseline (2019) Midterm (2021) End line (2023)	Caregiver survey (Parenting without violence)		Guatemala, Myanmar, Nepal, Somalia ³¹ , South Sudan and Uganda
2.3 2.3.1 % (& #) of child protection cases, among those reported during the last 12 months, that were responded to by CP	42% (406 cases) (cases on girls: 39%; cases on boys: 48%) ³²	Midterm: 60% (for girls; 60%; for boys 60%) End line:	Annually In depth analysis at midterm (2021) and end line (2023)	Reports and records of child protection referral and response actors		Guatemala, Myanmar, Nepal, Somalia, South Sudan and Uganda

³¹ See footnote 30

³² Reporting at baseline: Nepal, Somalia and Uganda. Myanmar, South Sudan and Guatemala will establish reporting system in parallel with programme implementation, and report aggregated from midterm. Only Nepal and Uganda reported data on disability, disability data will therefore only be aggregated at midterm.

	mechanisms (sex and disability)		75% (for girls: 75%; for boys: 75%)			
2.3.2	% (& #) of community child protection mechanisms supported by SC that are active in reporting and referring child protection cases	33% (30 CBCPMs) ³³	Midterm 60% End line 80%	Baseline (2019) Midterm (2021) End line (2023)	Project reports	Guatemala, Myanmar, Nepal, Somalia, South Sudan and Uganda
2.3.3 Qualitative studies: How have child protection mechanisms supported children with disabilities						Guatemala and South Sudan

Table 2: Outcome indicators: Children are protected

³³ Reporting countries at baseline: Nepal, Somalia, Uganda. For midterm Guatemala and South Sudan will also report, see footnote 33

Outcome indicators: Children's Rights

Outcome	Indicator	Baseline	Targets	Frequency	Data Sources	Comments	Countries reporting
3.1	3.1.1 Proportion of civil society partner capacity enhancement milestones met	N/A ³⁴	50% midterm 75% end line	Annually In depth analysis at midterm (2021) and end line (2023) including case studies	Project reports, capacity strengthening plans	This is also a global indicator for all SC international programs	Colombia, Guatemala, Lebanon, Malawi, Mozambique, Myanmar, Nepal, Niger, Palestine, Somalia, South Sudan, Uganda
	3.1.2 Qualitative study: Practice of systematic government consultation with civil society actors engaged with children's rights on policy formulation, legislation and programming						Colombia, Guatemala, Nepal; Myanmar; Mozambique ³⁵
	3.1.3: Qualitative study: An analysis of capacity building of children and youth participating in child-clubs and their active participation in civil society in general, and advocacy work in particular.						TBD ³⁶
3.2	3.2.1 Number of supplementary reports prepared and submitted to international bodies that are child-led/informed	N/A	60% mid term 75% end line	Midterm (2021) End line (2023)	Project reports	Baseline is MTR data from current Norad programs	Colombia, Guatemala, Lebanon, Malawi, Mozambique, Myanmar, Nepal, Niger, Palestine, Somalia, South Sudan, Uganda
	3.2.2 Qualitative study: Children's own perceptions on the quality of their participation in supplementary reporting processes						Malawi, Myanmar; Somalia and Niger ³⁷

³⁴ This indicator does not have a numerical baseline as the capacity strengthening initiative will commence with the start of the programs. 70 partner organisations have done capacity assessment upon which capacity milestones have been identified.

³⁵ Myanmar and Mozambique are new countries reporting on this indicator.

³⁶ Based on annual reporting 2019 SCN will do an assessment of the quality of activities and groups within this area for each country office. This will be the foundation for selecting which country offices are best suited for reporting on this indicator.

³⁷ Niger is a new country reporting on this indicator.

3.3	3.3.3 Properly resourced government children's strategy or implementation plan (including national plan of action of action, children's act or follow up on UNCRC recommendations) ³⁸	N/A ³⁹	N/A	Annually In depth analysis at midterm (2021) and end line (2023) including case studies)	Country annual budgets, reports from UNCRC, etc.	This is global indicator being introduced for all SC international programs.	Colombia, Guatemala, Malawi, Mozambique, Myanmar, Nepal, Uganda
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Table 3: Outcome indicators: Children's

³⁸ This is a composite indicator consisting of four components. Each country programme may report on one or more of the subcomponents depending on the nature of their programme. The subcomponents are i) resourced permanent government mechanism for coordination of policy on children ii)properly resourced government children's strategy or implementation plan (including national plan of action, children's act or follow up on the UNCRC recommendations) iii)existence of independent national and regional institutions that monitor the situation of children's rights (ombudsman, children's parliament, child rights commissions, coalitions and federations of CSOs for child rights) and iv) government institutions trained on child rights

³⁹ As this is a composite indicator it is not possible to develop an aggregated baseline or targets. Instead these will be included within individual country results frameworks.

Annex 1: Indicator 1.1.1 % (& #) of children meeting expected proficiency level in grade x in literacy, by sex and disability, per country

Country	Baseline values								
	% children are proficient			% CWD are proficient			% children without disability are proficient		
	% girls	% boys	% total	% girls	% boys	% total	% girls	% boys	% total
Lebanon	49%	43%	46%	41%	31%	36%	50%	45%	47%
Palestine	56%	32%	46%	53%	25%	39%	57%	33%	47%
Myanmar	14%	9%	12%	14%	7%	10%	14%	9%	12%
Niger	5%	14%	9%						
Somalia	60%	64%	62%						
Malawi	14%	14%	14%						
Uganda	4%	9%	7%						
Colombia	12%	8%	10%	4%	0%	2%	14%	10%	12%
Guatemala	36%	33%	34%	33%	27%	30%	36%	33%	35%
South Sudan	3%	6%	5%						
Mozambique	0%	0%	0%						
<i>Mozambique</i>	10%	9%	9%						
<i>Mozambique</i>	9%	9%	9%						
Nepal	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Country	MT targets						EL targets					
	% children are proficient			% CWD are proficient			% children are proficient			% CWD are proficient		
	% girls	% boys	% total	% girls	% boys	% total	% girls	% boys	%total	% girls	% boys	%total
Lebanon	50%	50%	50%	50%	50%	50%	60%	60%	60%	60%	60%	60%
Palestine	61%	37%	49%	58%	30%	44%	63%	39%	51%	60%	32%	46%
Myanmar	21%	19%	20%	18%	16%	17%	26%	24%	25%	21%	20%	21%
Niger	17%	24%	20%	N/A	N/A	N/A	24%	26%	25%	TBD	TBD	TBD
Somalia	63%	67%	65%	N/A	N/A	N/A	65%	69%	67%	TBD	TBD	TBD
Malawi	20%	20%	20%	N/A	N/A	N/A	25%	25%	25%	TBD	TBD	TBD
Uganda	13%	17%	15%	N/A	N/A	N/A	20%	20%	20%	TBD	TBD	TBD
Colombia	22%	21%	20%	15%	14%	13%	40%	40%	40%	30%	30%	30%
Guatemala	39%	38%	39%	25%	35%	34%	45%	43%	44%	33%	43%	42%
South Sudan	10%	10%	10%	N/A	N/A	N/A	15%	15%	15%	TBD	TBD	TBD
Mozambique	5%	5%	5%	N/A	N/A	N/A	8%	8%	8%	TBD	TBD	TBD
<i>Mozambique</i>	14%	14%	14%	N/A	N/A	N/A	17%	17%	17%	TBD	TBD	TBD
<i>Mozambique</i>	14%	14%	14%	N/A	N/A	N/A	17%	17%	17%	TBD	TBD	TBD
Nepal	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Country	Assessment information				
	Sample size		Grade tested	Language	Type of test
	N children BL	N CWD BL			
Lebanon	324	33	BLN + RC	Arabic	ASER
Palestine	385	33	Grade 3	Arabic	ASER
Myanmar	539	78	Grade 2	Myanmar	Literacy Boost
Niger ⁴⁰	170	N/A	Grade 3	French	LB (EGRA)
Somalia ⁴¹	486	N/A	Grade 3	Somali	EGRA
Malawi	826	N/A	Grade 4	Chichewa	EGRA
Uganda	720	N/A	Grade 3	Acholi/ Karamojong	UWEZO
Colombia	262	50	Grade 1	Spanish	HALDO
Guatemala	576	37	Grade 3	Spanish	National test
South Sudan	467	N/A	Grade 3	English	ASER
Mozambique	1081	N/A	Grade 3	Portuguese	EGRA
<i>Mozambique</i>				<i>Fluency</i>	
<i>Mozambique</i>				<i>Listening comprehension</i>	
Nepal ⁴²	TBD	N/A	Grade 3	Nepali	Government test

Assessment information indicator 1.1.1: % (& #) of children who reach expected literacy proficiency in grade X, by sex and disability, per country

⁴⁰ Niger used the Norad Framework agreement 2015-2018 end line as preliminary baseline. The data-collection was originally planned for May 2019 and was to be coordinated with the data collection for the DEVCO/ Institute for Development Studies (IDS/ University of Sussex) programme which has some overlap with the Norad supported schools, to minimize the participant burden. However due to unforeseen circumstances the baseline data collection has been delayed until November and will be shared with Norad as soon as it has been finalized.

⁴¹ Somalia has also used the end line (October 2018) from the previous Norad agreement as baseline. Somalia will phase in new schools during the programme. When final school selection is done, baseline will be collected from a sample of the new schools in October 2020, and baseline updated accordingly

⁴² Due to change in government literacy tool during 2019, Nepal will collect baseline in March 2020. This to ensure the tool used is according to government standard.

Annex 2: Indicator 1.2.2 % (& #) of children who report to feel well and/ or safe within the school, by sex and disability, per country

Country	Baseline values								
	% children feel safe/ well			% CWDs feel safe/ well			% without disability feel safe/ well		
	% girls	% boys	% total	% girls	% boys	% total	% girls	% boys	% total
Palestine	89%	91%	89%	65%	94%	79%	90%	90%	90%
Myanmar	20%	9%	15%	0%	12%	5%	24%	9%	16%
Nepal	53%	53%	53%	29%	41%	35%	54%	54%	54%
Somalia	64%	59%	61%						
Malawi	34%	38%	36%						
South Sudan	39%	34%	36%						
Uganda	42%	41%	41%						
Colombia	68%	65%	67%	33%	100%	43%	70%	65%	67%
Guatemala	71%	71%	71%	69%	35%	55%	71%	73%	72%
Niger	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Country	MT target						EL target					
	% children feel safe/ well			% CWDs feel safe/ well			% children feel safe/ well			% CWDs feel safe/ well		
	% girls	% boys	% total	% girls	% boys	% total	% girls	% boys	% total	% girls	% boys	% total
Palestine	94%	96%	95%	70%	99%	84%	96%	98%	97%	70%	99%	84%
Myanmar	31%	28%	30%	20%	20%	20%	50%	50%	50%	50%	50%	50%
Nepal	67%	67%	67%	0%	0%	0%	82%	82%	82%	0%	0%	0%
Somalia	74%	70%	71%	N/A	N/A	N/A	80%	80%	80%	TBD	TBD	TBD
Malawi	48%	44%	46%	N/A	N/A	N/A	56%	56%	56%	TBD	TBD	TBD
South Sudan	50%	50%	50%	N/A	N/A	N/A	75%	75%	75%	TBD	TBD	TBD
Uganda	60%	60%	60%	N/A	N/A	N/A	80%	80%	80%	TBD	TBD	TBD
Colombia	71%	69%	70%	40%	100%	50%	75%	75%	75%	60%	100%	70%
Guatemala	78%	80%	80%	70%	41%	64%	80%	85%	85%	73%	50%	70%
Niger	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Country	Assessment information			
	N: total	N: CWDs	Grade tested	Type of test
Palestine	385	33	Grade 3	Child Satisfaction Survey
Myanmar	523	62	Grade 3	SCN Children feel safe/ well
Nepal	1089	66	Grade 6-10	SCiN Safety in school and community
Somalia	806		Multiple	Adapted SCN children feel safe/ well
Malawi	511		Grade 4	SCN Children feel safe/ well
South Sudan	467		Grade 3	SCN Children feel safe/ well
Uganda	741		Grade 3	SCN Children feel safe/ well
Colombia ⁴³	240	7	Grade 8-11	SCN Children feel safe/ well
Guatemala	720	49	Grade 3-6	SCN Children feel safe/ well
Niger ⁴⁴	N/A	N/A	Grade 3	Adapted ISELA

Assessment information indicator 1.2.2 % (& #) of children feeling safe and/ or well within the school, by sex and disability, per country

⁴³ While the sample size of CWD in Colombia constitutes 3% (within accepted range), there was only one boy when disaggregated by sex. This boy met the threshold, hence 100% score on CWD boys disaggregation. It should however not be seen as representative.

⁴⁴ Niger will collect the baseline data in November 2019. See footnote 40

Annex 3 Indicator 1.3.1. % (& #) of teachers who demonstrate professional teaching practices, by sex, per country

Country	Baseline value			MT target			EL target		
	% of teachers demonstrate professional practice			% of teachers demonstrate professional practice			% of teachers demonstrate professional practice		
	% female	% male	% total	% female	% male	% total	% female	% male	% total
Lebanon	0%	0%	0%	60%	60%	60%	75%	75%	75%
Palestine	70%	54%	67%	75%	59%	67%	77%	61%	69%
Myanmar	5%	0%	5%	31%	29%	30%	50%	50%	50%
Nepal	8%	12%	11%	33%	38%	35%	58%	62%	60%
Niger	36%	40%	37%	44%	46%	45%	60%	60%	60%
Somalia	42%	34%	36%	46%	46%	46%	60%	60%	60%
Malawi	17%	19%	18%	28%	28%	28%	50%	50%	50%
Mozambique	23%	13%	16%	33%	28%	31%	60%	60%	60%
South Sudan	100%	34%	37%	100%	55%	56%	100%	75%	75%
Uganda	22%	29%	26%	48%	52%	50%	80%	80%	80%
Colombia	69%	67%	69%	75%	75%	75%	80%	80%	80%
Guatemala	N/A	N/A	10%	25%	25%	25%	50%	50%	50%

Country	Assessment information		
	Sample size	Teaching grade level	Type of assessment
Lebanon	19	NFE	Classroom observation
Palestine	73	Grade 3	Classroom observation
Myanmar	111	Grade 1 & 2	Classroom observation
Nepal	112	Grade 2 & 3	Classroom observation
Niger ⁴⁵	38	Grade 1 to 3	Teacher self-assessment
Somalia	95	Grade 1 to 3	Classroom observation
Malawi	39	Grade 4	Classroom observation
Mozambique	51	Grade 1 to 3	Teacher self-assessment
South Sudan ⁴⁶	30	Grade 3	Classroom observation
Uganda	39	Grade 3	Classroom observation
Colombia	16	Grade 1	Classroom observation
Guatemala ⁴⁷	126	Grade 3	Classroom observation

⁴⁵ Niger have the possibility to update baseline with assessment done late 2019. Niger are phasing in schools into the programme during the year, due size of programme. Baseline presented is done on 10 schools (pilot schools in 2019), while a new baseline is conducted in November /December 2019 for teachers in 35 new schools. This is also based on the Enabling Teachers programme approach, where baseline is done with teachers before they start a longer term programme of professional development.

⁴⁶ There was only one female teacher in the sample assessed. The results disaggregated on female (100%) should therefore not be seen as representative.

⁴⁷ Due to unforeseen challenges during the data-collection, sex was not documented. This will be addressed in forthcoming data-collection.

Annex 4 - Methodology

Conducting the baseline – process and involvement

SCN encouraged country offices to undertake the baseline themselves and to only employ external consultants where necessary. SCN supported country offices from planning through implementation and analysis and emphasis was given to establishing a broad understanding of the content of the baseline, involving both MEAL staff (Monitoring, Evaluation, Accountability and Learning), technical advisors and operational staff at country office level and in SCN.

For the most part the baselines were administered with internal resources. For data-collection programme and operational staff, partner staff, government employees and teachers took part. For selected larger assessment (surveys) some country offices hired external enumerators, due to limited human resources and time constraints.

Data cleaning and numerical analysis has primarily been done at country office level, with guidance and support from SCN. At country office level MEAL and programme staff have engaged in discussion on the situation analysis based on the collected data, and what implications this will have for programme implementation.

Feedback from country offices has been that the broad involvement has given ownership to the data at several layers in the organization and amongst partners, and several countries reports on useful and engaging discussions around the baseline data. On the other side, some country offices have had challenges to find enough time for all relevant staff to participate through the whole process.

Building MEAL capacity at country offices has been a priority from SCN's side through the process. The complexity of the programme, country office's individual log-frames combined with introduction of new tools, have for many countries been a heavy lift. While most country offices have managed sufficiently, staff turnover and time limitations allocation have posed challenges in some countries.

Going forward, SCN will ensure proper internal documentation of the process at each country office, including storing of tools used, sampling method, and calculation and analysis approaches, to mitigate potential lack of institutional memory for midterm and end line.

Timing

The baseline was conducted between April and October. The baseline process was unable to start before the contract with Norad was in place and this did not happen until May 2019. SC must apply for permission to collect data from schools and communities and this was therefore not in place until much later than we would have liked. Furthermore, this framework agreement in working with over 60% new schools compared to the previous framework so SCN was limited in how much previous project data could be used.

For some countries the delays mentioned above led to challenges related to collecting data from schools due to summer holidays and that in 2019, Ramadan took place during the month of May which was right at the start of data collection for many countries. Some countries were able to collect data before Ramadan, but this led to time pressures on preparation and testing of tools, reaching education stakeholders while schools were still open while also trying to avoid disturbing end-of-year exams.

Sampling

SCN provided a sampling procedures and supported country offices to determine the sampling size. Measuring literacy proficiency was the point of departure. A two-stage sampling was used. The sampling frame for schools were all intervention schools in the programme, while for students the sampling frame were the total number of students in selected grade.

Based on experience from Norad Framework 2015-2018, expected proportion of students which will meet proficiency level were included to calculate the sample size of students in the formula $\text{Var}(p) = p(100-p)/(n-1)$, where:

- $\text{Var}(p)$ = is the margin of error in a two-tailed test. Recommended margin of error was 5%
- p = is the proportion of those who pass the test with recommended confidence level of 90% or 95%
- $n = \text{SRS}_n$ = is the unknown sample size of students to be calculated using Simple Random Sampling (SRS)

The sample size was adjusted by calculating a country specific design effect (DEFF)⁴⁸ and an expected response rate (RR) of 95%.

Decision on number of sampled schools were calculated based on the formula: $a = (\text{SRS}_n/b) \times (1 + (b - 1) \times \text{ICC})$; where

- $1 + (b - 1) \times \text{ICC}$ is the DEFF
- a is the number of schools to be sampled;
- b is the average number of students we decide to sample from each sampled school;
- ICC is the intra-cluster correlation;
- SRS_n is the sample size calculated initially before adjusting using a DEFF

Minimum requirement for sampled schools, were 30. If less than 30, census was recommended.

Same procedure was used to determine sampling for all indicators related to people.

In the interest of cost-efficiency and ensuring multiple data-sources from the same communities, additional education indicators and indicators under children are protected, were sampled in the same schools or surrounding communities. This also lays the foundation for comparison and analysis between indicators, from the same locations.

There are instances where the sampling procedures have not fully been followed. These are cases where the costs have been assessed to be too high to meet recommended number of schools or individuals to be assessed, or where a programme intervention focused on a target group (for example teachers) which is not large in number of persons targeted. In COs where the number of intervention schools was not large a simple random sampling was used rather than the two-stage sampling. These instances have mostly been discussed with SCN advisors, and we generally consider the samples to be representative.

All country offices have developed a detailed MEAL plan, housing specific information on sampling procedures and sample size calculations.

⁴⁸ Where existing data to calculate the DEFF were not available, recommended DEFF was 1,5

Data collection tools

SCN provided two guiding principles to the country offices in selecting data collection tools; to streamline tools used at country office level (where relevant using governmental tools) and to merge tools concerning different topics addressing the same stakeholder, to reduce data-collection and participant burden.

In cases where country offices did not have existing tools which could be used, SCN supported with tool development and adaptation. One example is the caregiver survey used to collect indicator 2.2.3 and 2.3.4. This originates from the SC programme approach called “Parenting without Violence” and was used by six countries. For three of these, it was the first time they were exposed to the tool and so they were supported to translate and adapt it to their context. This now means that country offices have contextualized tools ready for use with other programmes and has laid the foundation for a country level database with comparable data between SC programmes/ projects.

Another example is the tool for monitoring indicator 1.4.1 – schools with functional risk-informed school improvement plans (FRI SIP). This was developed by the SCN education and MEAL teams focusing on the key aspects of SCN’s education approach: a holistic approach to quality education, risk management and ensuring broad participation by the education community. The tool has been developed as a monitoring tool to support regular implementation and has been contextualized for country offices. Streamlining the tool across the countries, enables SCN to compare progress across countries and draw lessons learned between them.

The Washington Group Short Set questionnaire and the WG/UNICEF Child Functioning Module (CFM) questionnaire (which will be both referred to as WGQs in this report), were used to collect baseline information related to children with disabilities. Country offices were guided to include the disability questions in their main data collection tool for a given indicator, where it was relevant and feasible that the indicator was disaggregated on disability. The WGQs were developed to be used in population census situations and their adaption and use in programme monitoring is still in the early stages. As a result of this and as the tools were new to most country offices, SCN recommended using them with at least one indicator where this disaggregation would be relevant. While all country offices are eager to ensure proper documentation of children with disabilities, some were also reluctant to include these tools, as they feared complexity of data-collection. In these countries, SCN will recommend inclusion for midterm and end line.

For the tools which were new to country offices, there are some cases of a recognized need to further adapt them and ensure data-collectors’ adequate understanding of the tool. This work will continue through minor adaptation of tools, and an emphasis on proper training of data-collectors.

Data collection burden

Merging tools (or questions) targeting the same stakeholder, have contributed to reduce the time spent on data-collection for most country offices. However, in some cases, the country offices realized that the time then spent with each stakeholder was too long to ensure their full attention throughout. This is a tricky balance and for the midterm review we will reconsider the approach used.

Despite the efforts to merge tools, several country offices have expressed concern of the overall size of the baseline process. While a major factor is the country offices’ own ambition to document progress covering their whole programme, another step taken to reduce data-collection burden has been to encourage country offices to use data from regular monitoring tools used for informing programming. The FRI SIP and tools for measuring teachers’ practices are such examples. Others include indicator 1.5.1 and 3.1.1. These are indicators the country offices report annually to SCI, and SCN will pull out Norad-related information from these reports.

It should also be taken into consideration, that a baseline process is the most demanding of the three collection processes; many indicators and tools are new, staff at all levels needs to be trained, calculation needs to be agreed on, the time for implementation is limited and one is working to a specific donor deadline. For midterm and end line, there is the possibility to distribute the data-collection and analysis over a longer period, including better time for preparation and training.

Ethics and child safeguarding

Save the Children is in the process of developing an “Intra-SC Data Transfer and Security Framework Agreement” which will be used to clarify and govern protection and security of personal data when transferred and/or processed by SC members, COs, and third parties working with SC and which is directly linked to compliance of the GDPR directive. SCN will adhere to the guidelines once approved by the legal body members of SC.

Until the aforementioned framework agreement is approved and put in effect, based on GDPR principles, SCN has developed and shared with COs a brief guide about the need to use informed consent/assent when collecting data from children and adults, and guided COs not to ask/record personal names of children and other respondents when collecting data. Where necessary, data collection has been “cleared” with national and local governments.

Through this framework agreement SCN has strengthened the reporting on children’s exposure to violence. Under children learn and are safe, children themselves have answered questions on exposure to physical punishment by teachers, and under children are protected, caretakes have answered questions on physical and humiliating practices (PHP) towards their children. While child safeguarding is cross-cutting for all SCs work, emphasis was given to ensure data-collectors were properly trained and had information on where to report cases, if seen necessary.

Violence towards children can be a sensitive and taboo topic. There is a lot of variation between countries as to how participants view this and how they respond to direct questioning on the topic. In some countries, feedback has been that children answer honestly and seem to feel free to share their experiences, including exposure to violence. In others, feedback has been that children seem shy to answer leading to underreporting. This will be followed up with concerned countries.

Based on the observations above, several country offices have expressed concern that it is difficult to set targets for reduction on violence against children. One concern is that as programming on awareness raising on rights starts and children gain knowledge, they will also feel more confident which can lead to an increase, rather than decrease in terms of reporting. This is one reason why some counties are modest in terms of reduction for midterm but assesses that for end line a larger gain will be visible.

Country offices with large concerns have been encouraged to use secondary data to verify results. If the concerns remain, SCN have suggested to validate the data through a smaller sample survey to be done when feasible.

Annex 5 – Specific comments from Norad (ref note dated 03.05.19)

In the note which was shared with SCN dated 03.05.19 several comments were made from Norad (RES section) related to the results framework. These have been addressed during the baseline and are also explained in detail in this section.

Disaggregation on marginalized groups

As communicated in the Framework MEAL plan which was revised and resubmitted to Norad in February 2019 SCN will be focusing on three groups of marginalized children in this five-year period: girls, girls affected by teenage pregnancy and/or early marriage and children with disabilities.

SCNs minimum requirement is to disaggregate all indicators related to people on sex. This has been followed, with a few exceptions where technical issues have hindered proper recording on sex (Guatemala). To better monitor progress for other marginalized groups, particular indicators are further disaggregated where found relevant and/or feasible. In answer to RES comment under point 3 in the note, all baselines and targets have been disaggregated by sex (where relevant) and by children with disabilities (where relevant and feasible).

Under children are protected, indicators 2.1.1 and 2.1.2 directly measure progress for girls affected by teenage pregnancy and/or early marriage, based on the specific programme approach for relevant countries. For the remaining indicators under protection, it has been assessed that disaggregation on girls affected by teenage pregnancy and/ or early marriage is less relevant, as they will be part of a larger target group for which the programme implementation addresses challenges, children at risk.

Collecting data on children with disabilities has been challenging. As previously mentioned SCN and country offices used the Washington Group Questions (both short set as well as Child functioning Module) to collect data. The WGQs were developed to be used in census situations to determine disability prevalence rates in each population and their use and adaption to programming monitoring is still in its infancy. It is recognized by SCN and other civil society actors that the methodology is robust and can provide a much truer picture of the prevalence of disability than other methods.

The main challenges which have been faced during the baseline collection period are linked to translation and testing of questions and to confronting and changing attitudes and prejudices.

The WG short set of questions have been translated into quite a few of the world's main languages but these have not been officially published. For the countries where the Norad framework agreement is being implemented we are collecting data in many different local languages and not having access to officially vetted translations have proven to be costly both in terms of resources and time. The WG has published strict translation protocols and whilst we have tried to adhere to these it has been resource intensive to both translate, pre-test, train and implement. In some cases, we observed that on the spot translation was done which affects data reliability and in other cases not all ethnic language are fully written languages which also led to challenges with translations. The Child Functioning Module is available in many of the main UN languages but again are not always available in the local languages and suffered from the same issues as the short set in addition to be considered very lengthy and comprehensive by data collectors.

Previously data on disabilities was collected using the binary method. One would ask the question "do you/does your child have a disability" and the answer would be yes or no. This method was shown time and time again to lead to (in most cases) under reporting, either because respondents did not understand the concept or because they did not want to answer through the fear of stigma. This is one of the main reasons why the

WGQs were developed. The concept of binary disability (yes/no) however still exists in many countries and is seen as an easier, simpler way to collect data. It can be much more easily incorporated into data collection tools, in the same way as sex (m/f) and does not require any re-training nor pre-testing of tools. Whilst SCN and country programmes have followed the training, pre-testing and adjustment protocols for the WGQs we still observe that in some cases enumerators jump to conclusions and assume a disability based on a visual appraisal of the respondent or influence answers by explaining questions, adding examples etc. We have also experienced that caregivers/parents were not always ready/willing to talk about children with disabilities due to stigma

The table below contains the prevalence rates for selected countries and indicators. While the disability prevalence range in most of the countries is within the acceptable prevalence range or not very much different from the commonly acceptable range of 6-12%⁴⁹, the disability prevalence obtained from four countries Malawi, South Sudan, Uganda and Mozambique shows substantial deviation from the commonly acceptable range. Due to this disaggregation by children with disabilities from these countries will not be used. SCN will continue to support these country offices to further pilot the WGQs to improve documentation capability.

Country	1.1.1 WGSS			1.2.1 WGSS			1.2.2 WGSS			2.2.3 CFM (Myanmar) ⁵⁰ /WGSS (others)		
	Literacy			Punishment by teacher			Child feels safe/well			Punishment by caregiver		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Lebanon	12.1%	8.7%	10.2%	7.6%	16.2%	12.0%				7.6%	16.2%	12.0%
Palestine	7.5%	10.1%	8.6%	7.9%	10.1%	8.8%	7.9%	10.1%	8.8%	7.9%	10.1%	8.8%
Myanmar	14.1%	14.8%	14.5%	14.0%	9.8%	11.9%	14.0%	9.8%	11.9%	5.7%	4.4%	5.1%
Nepal							6.1%	6.0%	6.1%			
Malawi				1.9%	1.6%	1.8%	1.9%	1.6%	1.8%			
South Sudan	0.6%	1.4%	1.1%	0.6%	1.4%	1.1%	0.6%	1.4%	1.1%			
Uganda	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%						
Mozambique	0,9%	0,3%	0,6%									
Colombia	17.3%	20.9%	19.1%				4.6%	0.9%	2.9%			
Guatemala	5.1%	7.8%	6.4%	7.4%	5.6%	6.5%	7.6%	5.9%	6.8%			

Disability prevalence disaggregated by gender and indicators on which the data were collected

Introducing the WGQs during a complicated and comprehensive baseline process has, as stated, not been without its challenges. However, we and country programmes have learned an immense amount. These learnings are being shared within the disability inclusion community of practice within the wider SC movement,

⁴⁹ <https://www.unicef.org/disabilities/> estimated 93 million in the children with a disability from 2.2bn = approx 5% but assumed to be much higher

⁵⁰ Somalia are currently verifying the data collected on CFM and are therefore not include here.

with the Washington Group and UNICEF and with other peers. We hope that the process which SCN has been through will help advance the understanding and practice of the WGQs in programme monitoring.

Monitoring Inclusive Education

In section 3 of the aforementioned note was also a comment from RES that Inclusive Education was not monitored comprehensively enough.

In the 12 countries where the Norad supported programme are being implemented, the level of acknowledging and supporting inclusive education varies. At least 9 countries have Inclusive education policies in place. On the other side, as an example, in Somalia there are a number of policies within education like teacher training and recruitment policy, Education Sector Strategic Plan, Gender Policy and Education in Emergencies (EiE) policy, but the aspect of inclusiveness is lacking. In Puntland there has been efforts on developing a special needs policy, but the work has not been completed. There is a department of special needs in Puntland, but there is a need to move from the concept of special needs, to a broader concept of inclusiveness. Despite the supportive education system, ensuring implementation and supporting ways of working to ensure children's learning needs are met are challenging.

However, the programmes are following up with improving access by tracking the enrolment of pre-school children in Myanmar, conducting household mapping with disaggregation of data on marginalized groups in Guatemala, and in general monitoring overall enrolment of girls, boys, children with disabilities, orphans, minorities and more.

To support children not being able to enroll SCN is monitoring provision of services and equipment needed to support their enrolment. About half of the countries are supporting improvements in physical infrastructure and protection and monitoring the progress in relation to access. One critical focus is teacher's capacity to cater for children with various needs in the classroom and through teachers professional development we monitor training on inclusion of girls and boys, on children with disabilities, on mother-tongue based/bilingual education, and how the curriculum is updated accordingly.

SCN is also working to ensure that school policies and guidelines are inclusive and protective. Supporting school management and leadership and to cater for implementation in schools, Inclusive Education is programmed to be part of training for school management committees as well as head teachers taking part in training of educational personnel. Colombia will also track how schools are implementing inclusive code of conducts. To ensure quality learning the participation of parents and community is key. However, the understanding and acceptance of an education for all is not yet embraced by everyone. Therefore, dissemination and sensitization of inclusive education guidelines and general awareness raising events will be taken place and monitoring of these activities will feed into the overall analysis of increased enrolment and participation of vulnerable children in school.

Below are outcome and output indicators linked to inclusive education. We have chosen to group the output indicators to be monitored, as listed in the country office log-frames, to get a better overview. Due to the large programme for most country offices, SCN has advised the country offices to also limit the numbers indicators, and measure only the most relevant output indicators. This means that for several countries, there are more activities, also related to inclusive education, than what is presented at output indicator level below.

Outcome indicators	Reporting countries
1.1.1 % (& #) of children meeting expected proficiency level in grade x in literacy, by sex and disability (Norad 2.1)	BL: LEB; OPT; MYA; COL; GTM

	MT: as above + SOM; NEP; NER; MOZ; MWI; UGA; SSD
1.2.1: % (& #) children currently attending school who have been physically punished by a teacher during the last 12 months, by sex and disability	BL: LEB; OPT; MYA; GTM MT: as above + MWI; SSD; UGA; NER
1.2.2: % (& #) of children who report to feel well/ safe within the school, by sex and disability	BL: OPT; MYA; NPL; GTM; COL MT: as above + MWI; SSD; NER
1.5.1 # of governmental policies and plans developed and/ or revised, ensuring safe, inclusive quality education, with support by Save the Children, by topic, type of document and level (national and/ or sub-national) (Norad 1.3.1)	Particularly targeting IE policy: SOM; SSD; UGA; COL
Output indicators	
Access:	
Number of students enrolled in targeted primary educational institutions, by sex and disability (Norad Ci1)	MYA, SOM, MOZ, GTM; COL; NEP; NER; LEB; MWI; UGA; GTM
Provision	
Scholarship to marginalized students	SOM, SSD, MOZ
# of CWDs receiving education material and appropriate assistive devices/ leaning material provided/ learning material to vulnerable children (Norad Ci3)	NEP; LEB; OPT; SOM; SSD
Physical Protection / infrastructure	
# of classrooms rehabilitated/ constructed accessible for CDWs / grade appropriate and inclusive (Norad Ci2)	LEB; NER; SOM; SSD; NPL
# of schools with gender and inclusive toilets, rehabilitated/ constructed (Norad 1.2.1)	LEB; OPT; NER; SOM; SSD; MOZ; UGA
Teaching – learning process	
# of teachers trained in inclusive education and/ or methodologies / SNAP/ to identify and support CWDs/ implement pedagogical strategies for CWDs (Norad Ci5)	NPL; LEB; OPT; MYA; SOM; MWI; MOZ; SSD; COL; GTM; UGA
# of teachers trained to use individual education plans/ # of individual education plans developed (Norad Ci5)	NPL; GTM
Awareness raising	
# of parents/ community members participating in IE awareness sessions/ # of awareness sessions in community on IE	LEB; OPT; MWI; COL
# of IE policy distributed	MWI, MOZ
# of resource centres for CWDs strengthened/ # of CWDs/ # of parents of CWDs using the centres	GTM
School Management and Leadership	
# of school staff trained on CP policy and inclusive education / # of school councils trained to identify CWDs/ # of gender focal points trained	LEB; MOZ
# of schools that implement Code of Conduct with an inclusive and gender approach	COL
System & policy	

# of literacy curriculum that are inclusive, gender sensitive, relevant and appropriate/ Inclusive education is integrated in teacher training curriculum (Norad 2.1.2)	GTM; MOZ
# of Government staff trained in inclusive education	OPT
Increase in budget allocation to directorate for special education and directorate for intercultural and bilingual education/ strategic papers produced for MoE to restructure directorate for special education/ government approval of restricting directorate of special education	GTM

Monitoring mobilization of children

The final comment in section 3 of the note dated 03.05.19 concerns outcome statement 3.1 Strengthened Civil Society, including children mobilized to promote children's rights and the extent to which SCN is monitoring that children are mobilized as well as civil society organizations.

Working with and building the capacity of children and youth are in many countries part of the interventions under children's rights. For several countries, the interventions to facilitate children's participation in promoting children's rights, are centered around broader work of social accountability. Colombia, Guatemala, Nepal, Uganda, South Sudan and Myanmar will monitor capacity building of child led groups and assess either the functionality of these groups; to which extent these child clubs participates in holding duty bearers accountable and/or children's own initiatives and solutions are acted upon. This will be documented at country level.

When children and youth participate actively and meaningfully in their own communities, they are not only practicing their individual rights to express opinions and experiences, they also take part in processes that can contribute to open and strengthen civil society. For Save the Children, it is of the greatest importance that such participatory processes are done in ways that are safe, voluntary and meaningful for all the participants, and we ensure that our staff and partners are trained to comply with the principles for child participation and influence.

We are (nevertheless) always interested in strengthening these processes, particularly considering the often-changing contexts that we operate within. We have therefore included a qualitative indicator under outcome 3.1, where we will look at: Capacity building of children and youth participating in child-clubs, and their active participation in civil society in general, and in advocacy work.

Annex 6 Reporting on phase-out countries

SCN will phase out Norad funding from four countries (Cambodia, Ethiopia, Nicaragua and Zimbabwe) during the current framework period. None of the four countries will be included in overall results framework reporting as the programme approaches primarily focus on capacity building and handover to relevant actors. Secondly, the phase out periods are shorter than the life of the results framework and it would be too challenging to operate with different cycles where outcome indicators might overlap. Instead we will collect relevant data at country level and present an overview at midterm reporting (due June 2022).

Program interventions in all four countries will be ended by the time SCN is due to submit the final report to Norad in June 2024 and we will therefore revisit the countries to investigate sustainability and include this in the final report.

SCN has done a mapping of indicators in the four countries against SCN's *sustainability criteria* and here are. Selected indicators from country specific results framework are:

Strengthening of government capacity, and advocacy towards government policies are prioritised to support sustainability.

- Regions and the federal Ministry of Education that applied the school code of conduct implementation manual

All work should be in line with national plans and policies. We do not establish parallel structures but built on and strengthen what exists.

- Education Officers have action plans to follow up of SC initiated education activities

Capacity strengthening of local communities and civil society on maintaining activities and norm changes is essential. Strengthening of local partners needs to include compliance, finance, administration and governance, as well as thematic focus.

- CSO partners that meet capacity strengthening milestones.

SCN's sustainability principle: Concepts and approaches need to be transferable despite context, and knowledge passed on when activities are handed over.

- schools where communities conduct annual household mapping
- community and school with self-driven phyco-social support (PSS)

SCN's sustainability principle: Focus on advocacy and documentation/ dissemination and sharing of experiences is essential.

- Strengthened participation of children and adolescents' students on protection at schools and communities - Case Study

All four countries will carry out final evaluations of the programs funded by Norad which will focus on documenting results achieved, lessons learned as well as sustainability of the programs. For instance, in Cambodia the end-line evaluation will collect qualitative evidence in addition to reporting on the logframe indicators. A separate budget will also support documentation of the sustained impact of Norad funding in Cambodia from the

2015-2018 and 2019-2020 frames, drawing on all available sources of information as well as additional qualitative investigation into the success of the phase-out process.



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